CHAPTER II
THEORETICAL REVIEW

A. Definition of Method

According to Setiyadi (2006), method should come after approach because the plan of language teaching should be developed from theories on the nature of language and language learning. Method may mean different things to different people. According to Anthony, method is the plan of language teaching which is consistent with the theories, and techniques carry out a method. For some, it means a set of teaching procedures; for others, the avoidance of teaching procedures. It is the primary of a language skill; for others, it is the type and amount of vocabulary and structure. Different meanings of method can be concluded from the names of the methods. The term “method” in the Direct Method may refer to a single aspect of language teaching: presentation of material. “Method” in the Reading Method refers to the emphasis of a single language skill: reading, while in the Grammar Translation Method “method” refers to the emphasis of the teaching materials.

Meanwhile, Brown (1994) defined method is generalized set of specification in the classroom for achieving linguistic purposes. Methods main concern is to teachers and learners’ roles and behavior. Besides, the concern of method is to linguistic and subject matter objectives, sequencing, and materials.

In addition, Nana Sudjana (2005: 76) stated that method is the way that teachers use in establishing relationships with students at the time of teaching.
According to M. Sobri Sutikno (2009: 88), method is a way of presenting the lesson material done by the teacher to happen the learning process in the students themselves in an effort to achieve the goal.

From the definition above, it can be concluded that method is a way or strategy applied by a teacher so that the learning process can be accepted easily by students in order to achieve the learning objectives.

B. Types of Teaching Methods

According to Richards and Rodgers (1986), there are some methods in Language Teaching, those are; Grammar Translation Method (GTM), Direct Method (DM), Audio-Lingual Method (ALM), Communicative Language Teaching (CLT), Total Physical Response (TPR), Silent Way (SW), and Community Language Learning (CLL).

1. Grammar Translation Method (GTM)

a. Definition

Grammar Translation Method is known as the oldest method in Language Teaching. “It dominated European and foreign language teaching from the 1840s to the 1940s, and in modified form it continues to be widely used in some parts of the world today” (Richards and Rodgers, 1986).

According to Richards and Rodgers (1986), Grammar Translation Method (GTM) is a foreign language teaching method derived from the classical (sometimes called traditional) method of teaching Greek and Latin. The method demanded students to translate whole texts word for word and memorize some
grammatical rules and exceptions as well as many vocabulary lists. A basis purpose of teaching the target language through Grammar Translation Method is to be able to read literature written in the target language. Principally, the GTM focuses on translating grammatical forms, memorizing vocabulary, learning rules, and studying conjugations.

b. The Principles of Grammar Translation Method (GTM)

A basic purpose of teaching the target language through the GTM is to be able to read literature written in the target language. This purpose can be reached by learning about the grammar rules and vocabulary of the target language.

Meanwhile, according to Richards and Rodgers (1986), there are some principles of Grammar Translation Method, as follow:

1) The aim of foreign language study is to learn a language in order to read its literature or to get benefit from the mental discipline and intellectual development that result from foreign-language study. Grammar translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language. In consequence, this method sees language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language.

2) Accuracy is emphasized. Students are expected to reach high standards in translation, because of "the high priority attached to meticulous standards of accuracy which, as well as having an intrinsic moral value, was a requirement
for passing the increasing number of formal written examinations that grew up during the century.

3) Much vocabulary is taught in the form of lists of isolated words.

4) Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words

c. The Characteristics of Grammar Translation Method (GTM)

   The GTM ignores authentic spoken communication and social contexts of the language. It was also hoped that, through the study of the grammar of the target language, students would become familiar with the grammar of their native language (Freeman, 2000).

   According to Prator and Murcia in Setiyadi (2006), there are some characteristics of Grammar Translation Method, as follows: (1) Classes are taught in the mother tongue, with little active use of the target language, (2) Long elaborate explanations of the intricacies of grammar are given, (3) Reading of difficult classical texts is begun early, (4) Little attention is given to the content of texts, which are assumed as exercises in grammatical analysis, (5) Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue, (6) Little or no attention is given to pronunciation, (7) The focus is on accuracy, and not fluency, (8) Grammar is taught deductively, by presenting and studying of grammatical rules, which are then practiced through translation exercises, (9) Vocabulary selection is based only on the reading texts used, and words are taught through bilingual word lists, dictionary study, and memorization.
2. Direct Method (DM)

a. Definition

The Direct Method (DM) is also known as Reform Method / Natural Method / Phonetic Method / Anti-Grammatical Method. The development of the DM is associated with L. Sauveur, who argued that a foreign language could be taught without translation or the use of the learner’s native language if meaning was conveyed directly through demonstration and action” (Richards and Rodgers, 1986).

According to Mackey in Setiyadi (2006), Direct Method is a method of language teaching associated with Francois Gouin and Charles Berlitz. The method came about as much needed replacement for the Grammar Translation Method. In this method, the learning of languages is viewed as analogous to the first language acquisition, and the learning process involved were often interpreted in terms of an association’s psychology.

The Direct Method has been useful in that it “provided an exciting and interesting way of learning the foreign language through activity. It proved to be successful in releasing students from the obstacles all too often associated with speaking a foreign tongue, mainly at the early stages.

b. The Principles of Direct Method (DM)

Even though the Direct Method has derived from psychology, the method has some principles related to the learning foreign languages. According to Setiyadi (2006: 46), below are some principles of DM:
1) grammar is taught by situation and through inductive process.
2) the syllabus is based on situations and related to everyday vocabulary and structure.
3) grammar and vocabulary is taught orally.
4) concrete meanings are made clear by presenting physical objects and abstract ones through association of ideas, not through translation.
5) sounds of the language are essential and presented at the beginning of the course.
6) reading follows listening and speaking, and the reading texts are based on the materials of the two skills.

c. The Characteristics of Direct Method (DM)

   The basic reason of Direct Method is that the second language learning should be more like first language learning—lots of oral interaction, spontaneous use of the language, no translation between first and second languages, and little or no analysis of grammatical rules. In the Direct Method, language is learnt for communication, language is primarily speech.

According to Richards and Rodgers (1986), the characteristics of DM are:

1) Classroom instruction was conducted exclusively in the target language.
2) Only everyday vocabulary and sentences were taught.
3) Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
4) Grammar was taught inductively.
5) Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.

6) Both speech and listening comprehension were taught.

7) Correct pronunciation and grammar were emphasized.

8) Repetition of new materials is encouraged to make language learners acquire the language naturally.

9) Listening and imitating sounds are drilled so that language learners become automatic in producing the sounds.

10) Students learn the target language in the class most of the time.

3. Audio-Lingual Method (ALM)

a. Definition

According to Richard and Theodore’s Framework this method was developed by professors at Michigan and Pennsylvania University and it became known as Oral, Aural-Oral or Structural Approach (English Teaching Methodology).

Audio-Lingual Method (ALM) is a method which was introduced in the United States of America (USA) in 1940s (Setiyadi, 2006). Even though the method is considered very old, many language teachers still like it and believe that it is a powerful method. The method, which is originally introduced to prepare people to master foreign language orally in a short time, emphasizes oral forms of language. However, the method still considers the other language skills.
The method considers that the oral forms, such as speaking and listening should come first, then reading and writing come later. The advocates of the method believe that language learners learn foreign language as a child learn his or her mother tongue. First, he or she hears sounds and tries to understand the sounds; he or she then attempts to reproduce the sounds. Next, he or she learns to read the written forms. The phases can be described that learning a foreign language there are passive or receptive phase and the active or reproductive phase.

b. The Principles of Audio-Lingual Method (ALM)

The principles of the method derive from the aims of learning a foreign language. The aims of the method include some aspects of language learning (Setiyadi, 2006 :55). Below are some principles of ALM:

1) language can be broken down into three major component parts: the sound system, the structure, and the vocabulary.
2) students have no difficulties in comprehending printed materials.
3) students are able to write with acceptable standards of correctness on topics within their experience.
4) use of the students’ native language in class should be avoided or kept to a minimum in second language teaching.

c. The Characteristics of Audio-Lingual Method (ALM)

In the Audiolingual Method, language learners are equipped with the knowledge and skill required for effective communication in a foreign language. In line with that, Fauziati (2014) states there are some characteristics of ALM, as follows:
1) the separation of language skills into listening, speaking, reading and writing, with emphasis on the teaching of listening and speaking before reading and writing.

2) the use of dialogues as the chief means of presenting the language.

3) give emphasis on certain techniques, such as mimicry, memorization and pattern drill.

4) reducing the use of the mother tongue in the classroom.

5) the use of language lab.

6) students able to comprehend the foreign language when it is spoken at normal speed and concerned with ordinary matters.

7) students are able to speak in acceptable pronunciation and grammatical correctness.

4. Communicative Language Teaching (CLT)

a. Definition

The origins of Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s. According to Setiyadi (2006), Communicative Language Teaching is a language teaching tradition which has been developed in the United Kingdom in 1970’s.

The emphasis on the communication makes the proponents of this method pay attention to functional as well as structural aspects of language. It is believed that no single set of procedures or texts that is accepted as typical procedures of CLT. Different people have interpreted the concept of the combination of
functional and structural aspects of language in different ways (Richards and Rodgers, 1986: 66). CLT means an integration of grammatical and functional teaching, while for others, the method means using procedures where learners work in pairs or groups employing available language resources in problem solving tasks.

The concept of CLT can be traced back by looking at the concept of communication itself. Widdowson (1983: 118) in Setiyadi states that communication only takes places when we make use of sentences to perform a variety of different acts of an essentially social nature and we use sentences to make statements of different kinds, to describe, to record, to classify, to ask questions, make requests, give orders, and so on. It means that, language teaching should be contextualized by presenting language items in situational settings in the classroom. In CLT method, language learners should consider the formal structures in situational settings in the classroom.

b. The Principles of Communicative Language Teaching (CLT)

To develop the procedures of teaching, language teachers may consider the underlying principles of CLT developed by different authors. These principles are worth considering not only for preparing what learning-teaching activities are expected but the whole processes that cover the preparation of language materials, the sequence of the materials, the presentation, and the evaluation of the output.

According to Richards and Rodgers (1986: 67) in Setiyadi, there are some principles of CLT, as follows:

1) meaning is paramount.
2) language is a system for the expression of meaning.

3) language learning is learning to communicative.

4) students are expected to interact with other people through pair and group work, or in their writings.

5) the primary function of language is for interaction and communication.

6) the structure of language reflects its functional and communicative uses.

c. The Characteristics of Communicative Language Teaching (CLT)

CLT has become popular and widespread in second foreign language teaching (Brown, 1994). Contrary to the teacher-centered approach, in which teachers are regarded as knowledge-givers and learners as receivers, CLT reflects a more social relationship between the teacher and learner. This learner-centered approach gives students a greater sense of “ownership” of their learning and enhances their motivation to learn English (Brown, 1994). Meanwhile, Richards and Rodgers (1986) state several characteristics of CLT, as follows:

1) the primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

2) drilling may occur, but peripherally.

3) translation may be used where students need or benefit from it.

4) reading and writing can start from the first day, if desired.

5) teachers help students in any way that motivates them to work with the language

6) attempts to communicate may be encouraged from the very beginning.
7) teacher cannot know exactly what language the students will use.

8) judicious use of native language is accepted where feasible.

5. Total Physical Response (TPR)

a. Definition

The TPR method has become very popular after the 1970s and has attracted considerable attention from language research. However, it has not been supported by the mainstream educators (Richard & Rodgers, 1999).

According to Richards and Rodgers (1999), Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motoric) activity. Developed by James Asher, a professor of psychology at San Jose State University, California, it draws on several traditions, including developmental psychology, learning theory, and humanistic pedagogy, as well as on language teaching procedures proposed by Harold and Dorothy Palmer in 1925. Ashers began experimenting with TPR in the 1960s. The TPR method aims to teach learners oral proficiency and conversational fluency in a second language. It emphasizes the voices, actions and gestures of learners and teachers rather than the text or media. The most important thing is that only the target language is used for all instructions.

According to Asher (1988), TPR is based on the reason that the human brain has a biological program for having any language. Based on the developmental psychology, the proponents of TPR claim that memory is
increased if it is stimulated through association with motoric activity and the process of learning a foreign language is a parallel process to learning the first language (Brown, 1994).

The method seems to be done in a class with a large area without chairs and tables. However, the idea is not always true. The use of imperative does not necessarily need the space with chairs and tables (Ashers, 1988). The usual classroom with students sitting in rows is acceptable and workable even though Ashers acknowledges that this environment is not an ideal one. The optimal design for this method to work well is a large with six to twelve movie seats. Each set would have three sides that are movable. The sets would represent life situations as the bedroom, kitchen, living room and the park.

b. The Principles of Total Physical Response (TPR)

The advocates of TPR believe that language learners should understand the target language before speaking. In line with that, Richards (1986) mentioned the principles of TPR includes: (1) The teacher plays the role as the director, and the students respond physically in accordance with the instructions of the teacher (2) The imperative and interrogative modes are usually employed (3) Humor is often employed to increase the enjoyment of learning (4) The TPR method can improve the students’ confidence to speak the target language.

c. The Characteristics of Total Physical Response (TPR)

Many people believe that TPR is only appropriate for children since the method relies on imperatives. However, Ashers (1988) believe that the method can be used to teach any foreign language not only to children but also adults. In
line with that, Richards and Rodgers (1986) mentioned several characteristics of TPR, as follows:

1) students have the primary roles of listener and performer.
2) students monitor and evaluate their own progress.
3) the teacher plays an active and direct role in Total Physical Response.
4) imperative drills are the major classroom activity in TPR
5) there is generally no basic text in a TPR. Materials and realia play an increasing role, however, in later learning stages.
6) learning language by gesture (body movements)
7) students should be more active and talk active
8) listening, comprehending and then physical response are emphasized more than oral productions;

6. Silent Way (SW)

a. Definition

The Silent Way belongs to the latter tradition, which views learning as a problem-solving, creative, discovering activity, in which the learner is a principal actor rather than a bench-bound listener.

According to Richards and Rodgers (1986), Silent Way is the name of method of language teaching devised by Caleb Cattegno. The Silent Way represents Cattegno's effort into the field of foreign language teaching. It is based on the premise that the teacher should be silent as much as possible in the classroom and the student should be encouraged to produce as much language as possible.
b. The Principles of Silent Way (SW)

The principles of the method are not considered in language learning only, but the principles may be applied in general learning. Some people think that the aim of this method is not merely to master a foreign language, but also to humanize human being. As mentioned by Setiyadi (2006), there are some principles of this method, those are:

1) The work requires language learners to relate the linguistic signs to truth that they perceive with their senses. This is why this method always considers physical objects in language learning. Rods and word charts are meant to present truth in front of language learners so that they can see them and touch them. Even though rods and word charts are typical in this method, other physical objects may be used to substitute their functions.

2) Language is not learned by repeating after a model. Language learners need to develop their own “inner criteria” for correctness (Freeman, 2000). This suggests that language teacher not always model new sounds of a target language but rather uses gestures or other signals to show language learners how to modify or correct their sounds. Inner criteria of language learners will monitor and self-correct their own production.

3) Meaning is made clear by focusing learners’ perceptions, not through translation (Freeman, 2000). When a language learner makes a mistake or misconception of something, the teacher does not correct it through translation, but she or he tries to show something to make the meaning clear. For example,
when the teacher says “a blue rod” to a learner and the learner takes a red rod, she will take a red rod and show it to the learner without giving any comments.

4) Reading is worked on from the beginning but follows from what language learners already know (Freeman, 2000). After language learners can produce sounds in the target language and connect the sounds with the truth, they begin to read symbols in the target language. This process can begin after the first class and language teacher does not have to delay it.

c. The Characteristics of Silent Way (SW)

In Silent Way method, the role of teachers is relatively less silent so that students are encouraged to be more active in producing as much language as possible. Setiyadi (2006) mentioned more detailed characteristics of this method, as follows:

1) In the role of guide, the teacher guides students to learn the language units under considerations; hence, the teacher offers the learning materials to the learners and helps them to acquire the target language.

2) In the role of organizer, the teacher organizes classroom activities; the teacher predicts what will happen in the class so that he or she can arrange activities which promote the learning processes that the learners need.

3) In the role of resource, the teacher functions as a source of information about the subject; he or she is the one in the classroom whom the learners consult whenever they cannot solve their problems among themselves.

4) In the role of evaluator, the teacher judges whether the learners’ contributions to the learning process are valid, relevant and correct. In error correction, the
evaluator judges whether the learners will be able to figure out and produce the
forms expected or not and how he or she will provide them with necessary
help. The result of the judgement will serve as feedback for the teacher as a
guide, resource, and organizer.

5) Students are required to be considerate of other students; they try to learn the
target language from one another.

6) Students are accustomed to think first before producing any utterance. They
have to understand the concept of what they are going to say before they say it.

7) Students are given a lot of practice without being drilled. By practices language
learners learn a grammatical unit or new vocabulary in context while by drills
they often repeat something without understanding it.

8) Much learning takes place in a group. In order to be productive members of the
learning group, learner has to play varying roles; at times on is an independent
individual, at other times a group member. (Fauziati, 2014)

9) The first part of the lesson focuses on pronunciation. (Fauziati, 2014)

10) The teacher be silent as much as possible in the classroom.

11) Student be encouraged to produce as much language as possible.

7. Community Language Learning (CLL)

a. Definition

Within the language teaching tradition, Community Language Learning is
sometimes cited as an example of a "humanistic approach." Links can also be
made between CLL procedures and those of bilingual education, particularly the
set of bilingual procedures referred to as "language alternation" or "code switching."

Richards and Rodgers (1986) state that, Community Language Learning (CLL) is the name of a method developed by Charles A. Curran and his associates. Curran was a specialist in counseling and a professor of psychology at Loyola University, Chicago. His application of psychological counseling techniques to learning is known as Counseling-Learning. Community Language Learning represents the use of Counseling-Learning theory to teach languages. As the name indicates, CLL derives its primary insights, and indeed its organizing rationale, from Rogerian counseling. Community Language Learning draws on the counseling metaphor to redefine the roles of the teacher (the counselor) and learners (the clients) in the language classroom.

b. The Principles of Community Language Learning (CLL)

The basic principles of CLL can be described in processes by which language learners acquire a foreign language. The processes can be considered as stages in language learning. According to Setiyadi (2006), below are some principles of CLL:

1) The client or student is completely dependent on the language counselor (teacher). Ideas that are said in their mother tongue are translated into a foreign language by the counselor. The counselor speaks in the foreign language slowly and sensitively to the client or student.

2) The student begins courage to make some attempts to speak in the foreign language as words or phrases from the counselor are picked up and retained.
The counselor still helps the client when the client hesitates to speak and need help.

3) The student grows independence with mistakes that are corrected by the counselor. The counselor corrects the mistakes as long as the client needs to be corrected.

4) The student begins to be independent to make their new expressions based on the available words and grammar. The client needs the counselor only for more difficult expressions and grammar. In this stage, language learners feel independent in communication and find themselves offended when they are corrected by the language teacher.

c. **The Characteristics of Community Language Learning (CLL)**

Community Language Learning is most often used in the teaching of oral proficiency, but with some modifications it may be used in the teaching of writing. CLL does not use a conventional language syllabus, which sets out in advance the grammar, vocabulary, and other language items to be taught and the order in which they will be covered.

Richards (1986) mentioned several characteristics of CLL, those are:

1) students become members of a community - their fellow students and the teacher and learn through interacting with members of the community. Learning is not viewed as an individual accomplishment but as something that is achieved collaboratively.

2). Students are typically grouped in a circle of six to twelve students, with the number of knowers varying from one per group to one per student.

3) The counselor's role (teacher’s role) is to respond calmly and
nonjudgmentally, in a supportive manner, and help the students try to understand his or her problems better by applying order and analysis to them. 4) a volunteer student initiates conversation with other students by giving a message in their mother tongue. 5) each student in the group has a chance to express his/her message and record them. 6) each student repeats his message in the target language. 7) the students may ask questions about any of the elements discussed. 8) the class begins with an informal meeting where everyone introduces himself while the teacher states the general goals and guidelines of the approach. 9) the student makes free communication in the foreign language. The presence of the counselor only reinforces correctness and pronunciation. Even though language learners are independent, they still receive subtle improvements from language expert.