CHAPTER II
REVIEW OF LITERATURE

2.1 Relevant Studies

In writing this thesis and doing the research, the writer used some references from various sources based on some books, e-book, and internet to support the writer’s thesis. Based on the title of the writer’s thesis, it is about the teaching methods should be used by the teacher after knowing the student’s learning style whether Visual, Aural, Read/write and Kinesthetic helped by VARK questionnaire that mostly people know teaching method is really varied. In supporting the ideas of this study, some relevant thesis have been collected to supply relevant information to the topic, as follows:

Saadi (2012) used VARK questionnaire, a self-report, multiple choice test totally sixteen questions which gives respondents the option to choose more than one answer for each questions depends on the respondent’s perception in purpose to know about the relationship between learning styles and reading achievement in a cohort of preparatory school students in Jeddah, Saudi Arabia. Specifically, this study examined whether high or low reading achievement in grade seven and eight. The conclusion of this study after using VARK questionnaire is female students attained higher scores in reading than male students. The limited freedom of girls in Saudi society makes them just spend their time at home and give them opportunity to improve their skills in reading than boys.

Habrovanska (2014) used VARK questionnaire in purpose to know about the student’s learning style preference. The practical part of the thesis have been devoted to the activities and strategies created for the learner based on the result of VARK
questionnaire and to the learner’s progress. The tutor in fact did largely choose and create classroom activities according to the learner’s VARK results and did not consider the aspects of Oxford’s learning style survey that means VARK questionnaire is a media or catalyst that has a valid data or accurate and easy-to-use in determining the preference of student’s learning style.

A conversation between David Baume PhD FSEDA, higher Education Consultant and Neil Fleming, the designer of the VARK questionnaire and helpsheets (2006) that reported over 180,000 people have used VARK online from mid-March to mid-September 2006. From the report, UK and USA are the main two countries that become the most visitors start using VARK. The teacher investigates their student by using VARK to know their preferences of learning style. That means, VARK is really help and acceptable so far. There is nothing bad side of that.

2.2 Teaching

According to Nasution (1982 : 8) in Susanto (2013) says, “Mengajar merupakan segenap aktivitas kompleks yang dilakukan guru dalam mengorganisasikan atau mengatur lingkungan sebaik-baiknya dan menghubungkannya dengan anak sehingga terjadi proses belajar.” This definition of teaching gives us a guidance about the main function of teaching is providing a conducive situation while an active role in this activities is the students in accordance to find and solve the problem.

In teaching process, the teacher is as a facilitator or provider that guides his/her students in learning. Murwani (2006 : 62) in Susanto (2013) says, ”Dalam melakukan kegiatan mengajar, guru harus memberi kesempatan seluas-luasnya bagi siswa untuk belajar dan memfasilitasinya agar siswa dapat mengaktualisasikan
dirinya untuk belajar, dan yang belajar adalah siswa itu sendiri dengan kegiatannya sendiri.” In teaching process, the teacher is better taught the students by using the concept which is tend to students centered, because in this concept make the students to be more active and creative in teaching-learning process so that the classroom will be more attractive.

According to Nasution (2003: 184-185) in Susanto (2013), the concept of teaching consists of:

1. Generating and maintaining the students attention
2. Explain to the students what the expected results
3. Designing the students to recall the concepts, rules and skills that are prerequisites in order to understand the lessons will be given
4. Presenting stimuli with regard to the teaching materials
5. Provide guidance to the students in the learning process
6. Provide feedback to tell the students to determine whether he has really mastered the lesson material by giving a case
7. Assessing the students learning outcomes by providing additional examples to test and apply what they have learned so that it can be used in other things
8. Establish what is learned by providing exercises to apply what they have learned.

In teaching, a teacher must also know the scope of teaching to avoid the mistakes in the teaching process. According to Burton in Wahab (2007 : 6) in Susanto (2013) says, "Teaching is the stimulation, guidance, direction and encouragement of learning." At first, stimulation, which means an effort to create or give motivation the students to learn something new that is creating something important to be learned. Second, guidance, it means helping the students to develop the abilities, skills, attitudes and knowledge to the maximum level for proper
adjustment to the environment and to encourage the students to break the limits they cannot through on their expectation and enthusiasm in achieving maximum learning. Third, direction, which means that teaching is not something random but teaching is an activity that aims which leads to the behavior that has been set. Fourth, encouragement of learning, it means helping the students in the variety of measures in accordance with what is directed by the teacher at the level of principle and purpose. Teaching will also include a description of the measures aimed at the teacher as an illustration of the teacher’s commitment to education.

2.3 Learning

Mostly people want to learn something because there is a self-interest for learning. According to Frandsen (1957) in Istiana (2014) says, “The reason of the person learns because there are encouragement or nature curious and want to investigate the wider world, the nature of the creative people and the desire to always go forward, the desire to gain sympathy, the desire to fix failure with doing new effort, the desire to get a sense of security, and the appearance of reward and punishment as the end in learning process.”

Schmeck (1988 : 3) mentions there are much definition of learning:

- From the experiential (or phenomenological) perspective, learning is defined by individuals engaged in learning. The learners (students) describe their experience of events involved in learning, learning can categorized in several different ways, that is, everyone’s experience of learning is not the same. One learner might describe learning as the literal retention of knowledge often achieved through repetition and recitation, while another might describe it as an interpretative process aimed at understanding reality.
• From the perspective when studying learning is behavioral. That means learning is an observable change in a person’s reaction to an equally observable stimulus situation. The change in reaction (i.e., in behavior) is traditionally said to be relatively permanent once it has been learned. In any educational setting, we expect student’s reactions to test events (e.g., examinations, essays, recitations) to change as a result of educational experiences.

• From the neurological perspective, learning is the process whereby the nervous system is transformed by its own activity. It is the ‘tracks’ left behind by thoughts, that is, neural activity changes the neurons that are active and that change is the structural basis of learning. The change occurs as a direct result of the neural activity itself, that is, as a direct result of processing information.

Gagne (1989) in Susanto (2013) says, “Belajar dapat didefinisikan sebagai suatu proses dimana suatu organisme berubah perilakunya sebagai akibat pengalaman.” For Gagne, learning means a process to gain motivation in knowledge, skills, habits and attitudes. Gagne also tells that learning is behavior through experiencing. Learning is about a process, an activity, not a result or purposes.

Winkel (2002) in Susanto (2013) says, “Belajar adalah suatu aktivitas mental yang berlangsung dalam interaksi aktif antara seseorang dengan lingkungan, dan menghasilkan perubahan-perubahan dalam pengetahuan, pemahaman, keterampilan dan nilai sikap yang bersifat relative konstan dan berbekas.” From that, we know that learning is something will be effect to our cognition and can change our skills and attitudes, we can be capable to apply what material we have learned in our daily life and we remembered that for a long time.
Educators should consider the development of the whole person as one of legitimate purposes of education. It stored and referenced more effectively by embedding them in the overall conceptual framework of the student rather than simply repeating the materials to learners until they are memorized or might just give them the materials and ask them to memorize it. Actually, we need simple repetition deceptively rewarding since something observable is accomplished, but what is accomplished might, in reality, contribute very little to the overall development of the individual. As a whole, Schmeck (1988 : 5) said that the definition of learning is integration of mental contents and functions to promote versatility and formation of individuality and personal identity that doing deliberate and consciously to gain a concept, understanding or new knowledge so that might the person has a change of consistent attitude include thinking, sensing and acting.

2.4 Psychology and Testing

In teaching-learning process, the teacher cannot ignore about the psychological of the learners because between psychology and education are integrated each other. Miller (1974) in Saam and Wahyuni (2012) says, “Psychology is the science that attempts to describe, predict and control mental and behavioral event.” In addition to studying the psychology except learn about human behavior, also seeks to describe, predict and control the mental events. At first, before the teacher starts to teach, teacher should know about the learner’s psychological whether the teaching method that used by them can acceptable or not for the learners as well as tests that will be given should be fit to the learner’s ability. Prawira (2014 : 32) mentions, “The method of psychological education consists of the questionnaire method, a clinical method, the case study method, experimental
method, technique guidance and counseling, etc.” To know the psychological of learner’s learning style, there are method that used in psychological education, one of them that the writer used in this thesis is questionnaire method. This method used the written question that refers to respondent.

In teaching–learning process, the teacher also gives the tests. Tests are divided into two types, there are in written and orally. Cohen (1998 : 91) says, “Tests that are relied upon to indicate the comprehension level of learners may produce misleading results because of numerous test-wise techniques that learners have developed for obtaining correct answer on such tests without fully or even partially understanding the text.” Prawira (2014 : 35) says, “In giving the tests, as a teacher should know about the principle of classroom tests which consist of:

1. Make sure that the kind of tests used are appropriate for its intended purpose
2. Make sure the tests are based on an explicit statement of the ability of the learners and are clearly related to learning outcomes
3. Involve learners in tests
4. Use a variety of test methods”.

In considering strategies for taking tests, there are two formats that consist of: indirect testing formats and direct testing formats. Indirect testing formats include multiple choice test formats and cloze test formats. Direct testing formats include summarization tasks, open-ended questions and compositions. In this thesis, the writer used multiple choice test formats because in this test is easier to conclude the result and identify correspondent in quick labeling in learning process. Taking give questions and answers are also include the test as verbal or orally.
2.5 Learning style

2.5.1 The definition of learning style

Kinsella (1995 : 171) in Nunan (2003) says, “Learning styles refers to an individual’s natural habitual, preferred ways of absorbing, processing, and retaining new information and skills.” These styles seem to persist regardless of the content we are trying to master (e.g., learning to fly an airplane vs. learning another language) or the method of instruction we are given (e.g., straight lecture vs. problem solving, small group work). Whether we know it or not we also have preferred ways of absorbing, processing, and retaining new information and skills. Learning styles stem from the learners themselves-their preferred ways of perceiving and processing information.

Learning style is defined as:
[...] the way each learner begins to concentrate on, process and retain new and difficult information. (Dunn et al, 1994. p.2)

This term mentions learning style adapted teaching that means applying the methods that correspond to the student’s style as revealed in a self-report learning style analysis. Teaching is based on the student’s identified style is thus one way to individualize instruction and is offered as a method to encourage and develop motivation.

2.5.2 Learning style instrument from Neil Fleming's VARK

Fleming (2006) introduced the categories of learning style into four types including learning style as visual, aural, read/write and kinesthetic. His VARK was launched in 1987. Fleming expanded a design of knowing learning style for helps the student or anyone who need further about their own learning style. VARK is designed to be a starting place for a conversation among teachers and learners about
learning. It also can be a catalyst to think and lead about the strategies for teaching to the learners by using some various methods that match with the learner’s learning style.

VARK stands for Visual, Aural, Read/write and Kinesthetic. In Fleming’s VARK, the students identified their learning style after they answer 16 questions from (www.vark-learn.com) questionnaire whether they have a tendency in learning style as visual (pictures, films, diagrams, graphs, charts, maps), aural (music, discussion, speech), read/write (make lists, notes and text, reading the books) and kinesthetic (practical exercises, examples, study cases, experiments : trial and error).

Basically, VARK learning style is expanded by learning style as visual, auditory and kinesthetic (VAK) created by Bandler and Grinder in 1970. Fleming added one learning style, read/write because there is a tendency in visual modality for read/write learners. The students need written word for example make a note for remember something after they see some kind of symbolic information from maps, diagram and charts so that specifically becomes 4 types of learning style, those are : visual, aural, read/write and kinesthetic that abbreviated become VARK.

To identify the learning style, Fleming made the questionnaire that freely available from VARK web in www.vark-learn.com. This questionnaire is always continue expanding and has the new version is The VARK Questionnaire Version (7.8).

VARK questionnaire is including 16 questions reflected in daily situation because it reflected and answered based from our experiences, rather than from hypothetical situations. This questionnaire is making short in order to prevent the student’s survey fatigue. In every number provided 4 possible answers which every answer related with one learning style (V,A,R,K). In complete to answer the
questionnaire, the students can have more than one answer per question or ignore the question that does not comply with student’s answers but the total of blank answers must be at least just two questions because more than that will make the results become ambiguous.

1. Visual (V)

This preference includes the depiction of information in maps, spider diagrams, charts, graphs, flow charts, labeled diagrams, and all the symbolic arrows, circles, hierarchies and other devices that people used to represent what could have been presented in words. It includes designs, whitespace, patterns, shapes and the different formats that are used to highlight and convey information. Whiteboard is used to draw a diagram with meaningful symbols for the relationship between different things that will be helpful for those with a Visual preference.

2. Aural / Auditory (A)

This perceptual mode describes a preference for information that is “heard or spoken.” Learners who have this as their main preference report that they learn best from lecturers, group discussion, radio, using mobile phones, speaking, and talking things through. The Aural preference includes talking out loud as well as talking to oneself. Often people with this preference want to sort things out by speaking first, rather than sorting out their ideas and then speaking. They may say again what has already been said, or ask an obvious and previously answered question. They have needed to say it themselves and they learn through saying it – their way.
3. Read/write (R)

This preference is for information displayed as words. Not surprisingly, many teachers and students have a strong preference for this mode. Being able to write well and read widely are attributes sought by employers of graduates. This preference emphasizes text-based input and output – reading and writing in all its forms but especially manuals, reports, essays and assignments. People who prefer this modality are often addicted to PowerPoint, the Internet, lists, diaries, dictionaries, thesauri, quotations and words. Note that most PowerPoint presentations and the Internet, Google and Wikipedia are essentially suited to those with this preference as there is seldom an auditory channel or a presentation that uses Visual symbols.

4. Kinesthetic (K)

By definition, this modality refers to the perceptual preference related to the use of experience and practice. Although such an experience may invoke other modalities, the key is that people who prefer this mode are connected to reality, either through concrete personal experiences, examples, practice or simulation. It includes demonstrations and simulations, as well as case studies, practice and applications. People with this as a strong preference learn from the experience of doing something and they value their own background of experiences and less so, the experiences of others.

2.6 Methods and Techniques in Teaching-Learning

According to Larsen-Freeman (2000) says, “Methods serve as a foil for reflection that can aid teachers in bringing to conscious awareness the thinking that underlies their action.”
Larsen-Freeman (2000) states that there are eight teaching methods with techniques:

2.6.1 Grammar-Translation Method

The purpose of this method is to be able to read literature written in the target language. The characteristics of Grammar-Translation method are:

1. Students need to learn about the grammar rules and vocabulary of the target language.

2. The teacher is the authority in the classroom, the students do as the teacher says.

3. Students are taught to translate from one language to another.

4. Reading and writing are the primary skills.

5. Written tests and questions are the evaluation.

6. Teacher supplies the students with the correct answer, if they make errors or do not know an answer.

The techniques in Grammar-Translation method are:

1. Translation of a literary passage

   Students translate a reading passage from the target language into their native language.

2. Reading comprehension questions

   Students answer questions in the target language based on their understanding of the reading passage.

3. Antonyms/synonyms

   Students are given one set of words and are asked to find antonyms in the reading passage and synonyms for a particular set of words.
4. Cognates (spelling of sound patterns and memorize)

Students are taught to recognize cognates by learning the spelling or sound patterns that correspond between the languages and memorize words that look like cognates but have meanings in the target language.

5. Deductive application of rule (grammar rule and apply in some different examples)

Grammar rules are presented with examples. Students asked to apply it to some different examples.

6. Fill-in-the-blanks

Students are given a series of sentences with word missing. They fill in the blank with new vocabulary.

7. Memorization

Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize them.

8. Use word in sentences

The students make up sentences in which they use the new words to show that students understand the meaning and use of a new vocabulary.

9. Composition

The teacher gives the students a topic to write about in the target language. to create a composition, students are asked to prepare a precis of the reading passage.
2.6.2 Direct Method

The purpose of this method is learn how to communicate in the target language. The characteristics of Direct Method are:

1. The teacher and students are move like partners in the teaching-learning process.
2. The syllabus used is based upon situations or topics.
3. Students speak in the target language a great deal and communicate as if they were in real situations.
4. Grammar is taught inductively, students practice vocabulary by using new words in complete sentences.
5. Primary skills are spoken.
6. Vocabulary is emphasized over grammar.
7. Oral and written skills are as the evaluation.
8. The teacher tries to get students to self-correct whenever possible.

The techniques in Direct Method are:

1. Reading aloud
   Students take turns reading sections of a passage, play or dialog out loud.

2. Question and answer exercise
   Students are asked questions and answer in full sentences so that they practice new words and grammatical structures. They have the opportunity to ask questions as well as answer them.
3. Getting students to self-correct

The teacher of this class has the students self-correct by asking them to make a choice between what they said and an alternative answer the teacher supplied. The student knows their answer was wrong.

4. Conversation practice

The teacher asked individual students questions that contained a particular grammar structure. The students were able to ask each other their own questions using the same grammatical structure.

5. Fill-in-the-blanks exercise

The students would have induced the grammar rule they need to fill in the blanks from examples and practice with earlier parts of the lesson.

6. Dictation

The teacher reads the passage three times. The first time the teacher reads, while the students just listen. The second time, the students write down what they have heard. The third time, the teacher read and asked the students check their work.

7. Map drawing

The students were given a map with the geographical features unnamed. Each student could have a turn giving the teacher instructions for finding and labeling one geographical feature.
8. Paragraph writing

The teacher asked the students to write a paragraph in their own words about one subject matter. They could have done this from memory or they could have used the reading passage in the lesson as a model.

2.6.3 Audio-Lingual Method

The purpose of this method is to be able to use the target language communicatively. The characteristics of Audio-Lingual method are:

1. Teacher is a leader and students are imitators.
2. New vocabulary and structural patterns are presented through dialogs. The dialogs are learned through imitation and repetition.
3. Speech is emphasized more than anything.
4. Pronunciation is taught from the beginning.
5. The target language is used in the classroom, not the student’s native language.

The techniques in Audio-Lingual method are:

1. Dialog memorization

Students memorize the dialog through mimicry, students usually take the role of one person in the dialog and the teacher the other. After the dialog has been memorized, pairs of individual students might perform the dialog for the rest of the class.

2. Backward build up (expansion) drill

The teacher breaks down the line into several parts. The students repeat a part then following teacher’s cue, the students expand what they are repeating part by part until they are able to repeat the entire line.
3. Repetition drill

Students are asked to repeat the teacher’s model as accurately and as quickly as possible.

4. Chain drill

The teacher begins the chain by greeting a particular student, or asking him a question. That student responds then turns to the student sitting next to him. The first student greets or asks a question of the second student and the chain continues.

5. Single-slot substitution drill

The students repeat the line the teacher has given them, substituting the cue into the line in its proper place. The major purpose is to give the students practice in finding and filling in the slots of a sentence.

6. Multiple-slot substitution drill

The students must recognize what part of speech each cue is, or at least, where it fits into the sentence and make any other changes, such as subject-verb agreement.

7. Transformation drill

Students are asked to transform this sentence into a negative sentence from an affirmative sentence for example. Other examples of transformations to ask of students are changing a statement into a question, an active sentence into a passive one or etc.
8. Question-and-answer drill

The students should answer the teacher’s questions very quickly. This gives students practice with the question pattern.

9. Use of minimal pairs

Students are first asked to perceive the difference between the two words and later to be able to say the two words. For example: ship/sheep.

10. Complete the dialog

Students complete the dialog by filling the blanks with the missing words.

11. Grammar game

The games are designed to get students to practice a grammar point within a context. Students are able to express themselves.

2.6.4 Silent Way

The purpose of this method is to be able to use the language for self-expression- to express their thought, perceptions and feelings. The characteristics of Silent Way method are:

1. The role of students is to make use of what they know, to free themselves of any obstacles and to actively engage in exploring the language.

2. The teacher sets up situations that focus student attention on the structures of the language.

3. The teacher gives clue not to model the language
4. Pronunciation is worked on from the beginning, vocabulary is somewhat restricted at first.

5. Meaning is made clear by focusing the student’s perceptions, not by translation.

6. The native language is also used during the feedback sessions.

7. Teacher may never give a formal test.

8. Teacher uses the student errors as a basis for deciding where further work is necessary.

   The techniques in Silent Way are:

1. Sound-color chart

   The chart contains block of color, each one representing a sound in the target language. The teacher, and later the students, points to blocks of color on the chart to form syllables, words and even sentences. The sound-color chart can be used to give them feedback on which sound they are making.

2. Teacher’s silent

   The teacher gives just as much help as is necessary and then is silent. Or the teacher sets up an unambiguous situation, puts a language structure into circulation and then is silent.

3. Peer correction

   Students are encouraged to help another student when he or she is experiencing difficulty. The teacher monitors the aid so that it is helpful, not interfering.
4. Rods

Rods can be used to provide visible actions or situations for any language structure, to introduce it, or to enable students to practice using it. By rods, the teacher allows students to be creative and imaginative and they allow for action to accompany language.

5. Self-correction gestures

In the class observed, the teacher put his palms together and then moved them outwards to signal to students the need to lengthen the particular vowel they were working on. In another instance, the teacher indicated that each of his fingers represented a word in a sentence and used this to locate the trouble spot for the student.

6. Word chart

The teacher points to words on the wall charts in a sequence so that they can read aloud the sentences the students have spoken. The colors from the sound-color chart are used helps the students with their pronunciation. The charts contain the functional vocabulary of English.

7. Fidel charts

The teacher points to the color-coded Fidel charts in order that students associate the sounds of the language with their spelling. For example, listed together and colored the same as the color block for the sound /ey/ are ay, ea, ei, eigh, etc.
8. **Structured feedback**

Students are invited to make observations about the day’s lesson and what they have learned. The teacher accepts the student’s comments in a nondefensive manner, hearing things that will help give him direction for where he should work when the class meets again.

### 2.6.5 **Suggestopedia**

The purpose of this method is to accelerate the process by which students learn to use a foreign language for everyday communication. The characteristics of Suggestopedia are:

1. The teacher is the authority in the classroom.
2. Suggestopedia course is conducted in a classroom which is bright and cheerful.
3. The teacher initiates interactions with the whole group of students and with individuals right from the beginning of a language course.
4. Students feel relaxed and confident to learn the language.
5. Vocabulary and speaking communicatively are emphasized.
6. Evaluation is usually conducted on the student’s normal in classs performance not formal test.
7. Error are corrected gently, with the teacher using a soft voice.

The techniques in Suggestopedia are:

1. **Classroom set up**

   The teacher creates a classroom environment which is bright and cheerful. The teacher should try to provide as positive an environment as possible.
2. Peripheral learning

The teacher puts posters containing grammatical information about the target language on the classroom walls, students will absorb the necessary facts effortlessly. The posters are changed from time to time to provide grammatical information that is appropriate to what the students are studying.

3. Positive suggestion

The teacher responsibilities to orchestrate the suggestive factors in a learning situation, thereby helping students break down the barriers to learning that they bring with them.

4. Choose a new identity

The students choose a target language name and a new occupation. The students have an opportunity to develop a whole biography about their fictional selves about hometown, childhood and family.

5. Role play

Students are asked to pretend temporarily that they are someone else and to perform in the target language and introduce themselves as if they were that person.

6. First concert (active concert)

The teacher has introduced the story as related in the dialog and has called student’s attention to some particular grammatical points that arise in it, she reads the dialog in the target language. The students have copies of the dialog in the target language and their native language and refer to it as the teacher is reading.
7. Second concert (passive concert)

The students are asked to put their scripts aside. They simply listen as the teacher reads the dialog at a normal rate of speed. The teacher is seated and reads with musical accompaniment.

8. Primary activation

The students playfully reread the target language dialog out loud, as individuals or in groups.

9. Creative adaptation

The students engage in various activities designed to help them learn the new material and use it spontaneously. Activities particularly recommended for this phase include singing, dancing, dramatizations and games.

2.6.6 Community Language Learning

The purpose of this method is to learn how to use the target language communicatively. The characteristics of Community Language Learning are:

1. The role of teacher is primarily as a counselor.
2. Various activities are conducted, the students explore the language they have generated.
3. The teacher responds to the student’s feeling.
4. The interaction is teacher-student-centered with both being decision-makers in the class.
5. Building a relationship with and among students is very important.
6. The most important skills are understanding and speaking the language at the beginning, with reinforcement through reading and writing.
7. The students allow to use their native language to make their meaning clear.
8. Teacher made classroom test would likely be more of an integrative test than a discrete-point one (asked to answer a question which deals with only one point).
9. Teacher repeated correctly what the student has said incorrectly, without calling further attention to the error.

The techniques in Community Language Learning are:

1. Tape recording student conversation

   By giving students the choice about what to say and when to say it, students are in a good position to take responsibility for their own learning. Students are asked to have a conversation using their native language as the common language of the group. The students had a choice in what they wanted to say in the original conversation, it is easier for them to associate meaning with a particular target language utterance.

2. Transcription

   The teacher transcribes the student’s tape recorded target language conversation. Each student is given the opportunity to translate his or her utterances and the teacher writes the native language equivalent beneath the target language words.

3. Reflection on experience

   The teacher takes time during and/or after the various activities to give the students the opportunity to reflect on how they feel about the language learning experience, themselves as learners and their relationship with one another. Students
give their reactions, the teacher understands them—shows that the teacher listened carefully by giving an appropriate understanding response to what the student has said.

4. Reflective listening

The teacher reads the transcript while the students simply to their own voices speaking the target language on the tape or students to mouth the words as the teacher reads the transcript.

5. Human computer

Students ‘in control’ of the teacher when they try to say the word or phrase. The teacher does not correct the student’s mispronunciation, the teacher consistent repeating the word or phrase clearly that the student self-corrects as the students try to imitate the teacher’s model.

6. Small group tasks

Students working in pairs made sentences with the different verb conjugations. Students can learn from each other and can get more practice with the target language by working in small groups.

2.6.7 Total Physical Response Method

The purpose of this method is to enjoy their experience in learning to communicate in a foreign language, to reduce the stress people feel when studying foreign languages and encourage students in their study. The characteristics Total Physical Response method are:
1. Teacher is the director of all student behavior.

2. Students are imitators.

3. The interaction is characterized by the teacher interacts with the whole group of students and individual students.

4. Formal evaluations is conducted simply by commanding individual students to perform a series of action.

5. Teachers should be tolerant and correct the errors.

The techniques in Total Physical Response are:

1. Using commands to direct behavior
   The commands are given to get students to perform an action, the action makes the meaning of the command clear. At first, to clarify the meaning, the teacher performs the actions with the students. Later the teacher directs students alone. The student’s action tells the teacher whether or not the students understand.

2. Role reversal
   Students command their teacher and classmates to perform some actions. Students should not be encouraged to speak until they are ready.

3. Action sequence
   The teacher commands the students to point the door, walk to the door and touch the door. The students learn more and more of the target language, a longer series of connected commands can be given, which together comprise a whole procedures.
2.6.8 Communicative Approach

The purpose of this method is to enable students to communicate in the target language. The characteristics of Communicative Approach are:

1. Teacher is facilitator in the classroom, sometimes also as a co-communicator.
2. Students use the language a great deal through communicative activities such as games, role plays and problem-solving tasks.
3. Teacher gives students an opportunity to express their ideas and opinions.
4. Language functions might be emphasized over forms.
5. Teacher evaluates not only the student’s accuracy, but also their fluency.
6. Teacher may notes the error during fluency activities and return to them later with an accuracy based activity.

The techniques in Communicative Approach are:

1. Authentic materials

   Communicative approach takes the use of language materials authentic to native speakers of the target language. The teacher uses a real examples of materials.

2. Scrambled sentences

   The students are given a passage (a text) in which the sentences are in a scrambled order. The students learn how sentences are bound together at the suprasentential level through formal linguistic devices such as pronouns, which make a text cohesive and semantic propositions which unify a text and make it coherent.
3. Language games

The students find the games are enjoyable and give students valuable communicative practice. The example of language games is card game which played in the group.

4. Picture strip story

The students in a small group showed the first picture of the story to the other members of the group and asked them to predict what the second picture would look like. The students can share information or work together to arrive at a solution. This gives students practice in negotiating meaning.

5. Role play

Role plays give students an opportunity to practice communicating in different social contexts and in different social roles. Teacher tells the students who they are and what they should say (very structured) or the teacher tells the students who they are, what the situation is and what they are talking about, but the students determine what they will say (less structured).

2.7 Learning outcomes

Learning outcomes are the changes that happen to the learners, whether it involves cognitive, affective and psychomotor as a result of learning activities. Nawawi in Brahim (2007: 39) in Susanto (2013) Dasar says, “Hasil belajar dapat diartikan sebagai tingkat keberhasilan siswa dalam mempelajari materi pelajaran di sekolah yang dinyatakan dalam score yang diperoleh dari hasil tes mengenal sejumlah materi pelajaran tertentu.”
Learning outcomes are the ability acquired after the learners through learning activities. Because learning is a process of a person who tried to obtain a form of behavioral changes are relatively fixed. In the teaching-learning process, teachers will set learning objectives. The students who succeed in learning are reaching the learning goals. To determine whether learning outcomes are achieved in accordance with the desired destination can be known through the evaluation. Sunal (1993 : 94) in Susanto (2013) says, “Evaluasi merupakan proses penggunaan informasi untuk membuat pertimbangan seberapa efektif suatu program telah memenuhi kebutuhan siswa.” Having conducted an evaluation or assessment can be used as a feedback or follow-up or measure the level of progress of the learners' learning achievement.

Djamarah and Zain (2002 : 120) in Susanto (2013) defines that the learning outcomes have been achieved if it has fulfilled two indicators are:

1. The capability of absorbing the teaching materials reach high achievement
2. The behavior outlined in the teaching objectives have been achieved by the learners.