

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter consist of the previous study, skills of English, the elements of English, materials selection, and types of worksheet, the criteria of a good worksheet, curriculum, and need of students and teachers.

#### **A. The Previous Study**

The first of the related to the study of Zaitun Qomariah about Developing English Instructional Materials Based on KTSP for the first year Students of MAN Model Palangka Raya. this study is developing English instructional materials based on KTSP. The subject is students of MAN Model Palangka Raya. The research design is R&D/Resarch and Development.

The result of study are:

1. The first point of validation identified by the expert and teacher, the physical appearance of the instructional materials was attractive and invites the excitement of the students.
2. The next second point of validation was related to the organization of material.
3. The third positive point identified by the expert dealt with the instructional objectives which were clear and also stated clearly.<sup>1</sup>

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<sup>1</sup> Zaitun Qamariah, *Developing English Instructional Materials Based on KTSP for the First Year Students of MAN Model Palangka Raya*, Unpublished Thesis, Palangka Raya: Palangka Raya University, 2010.

The second of the related to the study of Abdullah Mohammed Al-Shehri about The Development of Reusable Online Learning Resources for Instructional Design Students Based on the Principles of Learning Objects. This study is The Development of Reusable Online Learning Resources for Instructional Design. The subject is students and Teachers' of Abha college.

The results of the study are:

1. In addition, the developments following those results will be described.
2. Additionally, screen shots are included in this chapter to reflect how the ID-RORs might look.<sup>2</sup>

The third of the related to the study of Sanni Merdekawati and Himmawati Puji Lestari about Developing Student Worksheet in English Based on Constructivism Using Problem Solving Approach for Mathematics Learning on the Topic of Social Arithmetics. This study is Developing Student Worksheet on English Based on Constructivism Using Problem Solving Approach for Mathematics Learning on the Topic of Social Arithmetics. The subject is students from elementary school.

The result of the study are:

1. Development of student worksheet with constructivism based and problem solving approach for mathematics learning on the topics of social arithmetic through five phase, there are:
  - a. Analyze. This phase have done by doing need analyze, student analyze, and task analyze.

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<sup>2</sup> Abdullah Mohammed Al-Shehri, *The Development of Reusable Online Learning Resources for Instructional Design Students Based on the Principles of Learning Objects*, Unpublished Dissertation, Kansas: Kansas State University, 2004, p. 63.

- b. Design. This phase have done by doing arrange of student worksheet, teacher book, and lesson plan.
  - c. Development. This phase have done by doing arrange and development of student worksheet with certain specify, there are: (1) visual media; (2) having component of title, material, study guidance, standard competency and basic competency, indicator, supporting information, activities based on constructivism and problem solving approach, prerequisite, fact, check point and vocabulary, conclusion, also exercise; (3) using english; (4) having layout; (5) bending on quality requirement. After that doing expert validation, then revision to get first product.
  - d. Implementation. This phase done by doing test of student worksheet in the class. After that, we get data of students and teacher activities in learning observation, students response of learning processed by student worksheet, and data of students test.
  - e. Evaluation. This phase have done by doing analyze data of practicality and effectiveness, then last revision to get final student worksheet.
2. Quality of student worksheet based on aspect of validity, practicality, and effectiveness, below:
- a. Very valid, based on validity questionnaire showed 4,01 of 5 scales. It means student worksheet based on strong theoretical.
  - b. Very Effective, based on student test reached 80,56% students can complete the test. It means the level of goal achievement suitable with

the plan and learning process with student worksheet going on effectively.

- c. Practice and very practice, based on both student response questionnaire raised 3,03 of 4 scales and learning observation sheet raised 81,6%. it means student worksheet could used in the class, useful, and the level of carrying on student worksheet in the learning process is high.<sup>3</sup>

Based on the previous studies above, the different study. In this case the writer had different subject, object of the study and the same research methode. In this study the researcher's subject is on the seventh grade students of MTs Darul Amin Palangka Raya in Academic Year 2014/2015.

**Developing English Worksheet Based on Materials for the Seventh Grade Students at Madrasah Tsanawiyah Darul Amin Palangka Raya Academic Year 2014/2015.**

**B. Skills of English**

In English teaching there are four skills, the skills are listening, speaking, reading, and writing. There is more than ample evidence to suggest that, although the four aspects of communicative ability are highly related, they are nonetheless logically and empirically distinct. Logically, the four skills are related in complementary ways. Both listening and reading are receptive skills modes of understanding. Speaking and writing are productive skills. Thus, the four basic skills are related to each other by virtue of both the

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<sup>3</sup> *Ibid*, Sanni Merdekawati, Himmawati Puji Lestari, *Developing Student Worksheet In English.....*, p. 903-904.

mode of communication oral or written and the direction of communication either receiving or producing messages.ading, and wrting.<sup>4</sup>

The fluency development strand should involve all the four skills of listening, speaking, reading, and writing. In this strand, the learners are helped to make the best use of what they already know. Like meaning-focused input and output, the fluency development strands is also meaning-focused. Tha is the learners' aim is to receive and convey message.<sup>5</sup>

#### **a. Listening**

listening is to allow onself to be persuaded by making a sugesstion giving advice.<sup>6</sup> Listening is a skill that should be taught since eighty percent of what you know is learned by listening. You must learn to listen effectively because eighty percent of what you know is acquired through listening. Listening is a skill that requires the constant application of certain principles until they become habitual.

Listening is the process of understanding speech in a first or second language. It means that listening is one of major skill that every English student must had. Practically, there are still many people who have lack of listening skill than other skill, especially it is the common problem the mostly ESL student had. For example when student could speak English fluently but she could not identify what the native speaker said. It could be influenced by

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<sup>4</sup> Donald E. Powers, *The Case for A Comprehensive Four Skills Assessment of English Language Proficiency*, 2010, p. 6.

<sup>5</sup> I. S . P. Nation, Jonathan Newton,*Teaching ESL/EFL Listening and Speaking*, Madison Ave: New York, 2009, p. 9.

<sup>6</sup> *Ibid*, A S Hornby, *Oxford Advance lerners' dictionary (fifth edition)*, p. 687.

neither the speed of speech that is too fast nor the low responses skill of what they heard.

According to Ronald Carter the term listening is used in language teaching to refer to complex process that allow us to understand spoken language. This theory explains that listening is not only recognizing the sound but also student must get the meaning of word. Recognizing the function of the sentences when in an interaction and student must listen carefully. If one sentence can not be heard clearly, it is difficult to understand the another word or sentences. Therefore, there is so much attention in listening process. In the same way, David Nunan define the listening as a matter of decoding the individual sound to derive the meaning of word and change utterance.<sup>7</sup>

From the explanation above, we can conclude that listening is a matter of ear and mind. Whereas hearing is not only recognizing the sound but focus on the person communicating and must respond to the question and directions. Then in a listening process the good pronunciation of the speaker determine the success of listening too.

Listening does not mean simply maintaining a polite silence while you are rehearsing in your mind the speech you are going to make the next time you can grab a conversational opening. Nor does listening mean waiting alertly for the flaws in the other fellow's argument so that later you can mow him down. Listening means trying to see the problem the way the speaker sees it which means not sympathy, which is feeling for him, but empathy,

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<sup>7</sup> blogspot.com, *Definition of Listening*, (online), URL: <http://teachingdictation.blogspot.com/2010/01/definition-of-listening.html>, (accessed on June 3<sup>rd</sup>, 2014).

which is experiencing with him. Listening requires entering actively and imaginatively into the other fellow's situation and trying to understand a frame of reference different from your own. This is not always an easy task.<sup>8</sup>

But a good listener does not merely remain silent. However, these questions must avoid all implications whether in tone of voice or in wording of skepticism or challenge or hostility. They must clearly be motivated by curiosity about the speaker's views.

Listening is the natural precursor to speaking, the early stages of language development in a person's first language and in naturalistic acquisition of other languages are dependent on listening. Prior to this, it was taken for granted that first language speaker needed instruction in how to read and write, but not how to listen and speak because these skills were automatically acquired by native speakers.<sup>9</sup>

In teaching listening comprehension we must be careful not to go to extremes, either by being concerned too much with theories without thinking about their application to teaching, or by following the dull routines of playing the tape recorder and asking some questions to the students. It is essential for a language teacher to have a thorough understanding of the nature of listening psycholinguistics perspective of listening, as well as several activities which help students develop their listening comprehension

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<sup>8</sup> Richard Nordquist, *Listening*, (online), URL: <http://grammar.about.com/od/il/g/listeningterm.htm> listening, (accessed on June 3<sup>rd</sup>, 2014).

<sup>9</sup> *Ibid*, I. S . P. Nation, Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, p. 37.

skills. Consequently, the teachers can vary their classroom presentations that result in the more interesting classroom activities.<sup>10</sup>

The effect of the comprehension approach on language teaching has been to highlight the importance of listening and to direct attention to the development of techniques for providing interesting, successful, and sustained opportunities for listening early in a learner's language learning.

a. Model of listening

Listening was traditionally seen as a passive process by which the listener receives information sent by a speaker. More recent view listening as a much more active and interpretive process in which the message is not fixed but is created in the interactional space between participant.<sup>11</sup>

b. Type of listening

We can distinguish two broad types of listening:

1. One way listening typically associated with the transfer of information (transactional listening).
2. Two way listening typically associated with maintaining social relations (interactional listening).

c. Listening processes

1. Bottom up processes, these are the processes the listener uses to assemble the message piece by piece from the speech stream, going from the parts to the whole. Bottom up processing involves perceiving

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<sup>10</sup> Endang Fauziati, *Teaching of English as a Foreign Language (TEFL)*, Surakarta: 2001, p. 117.

<sup>11</sup> *Ibid*, I. S . P. Nation, Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, p. 39.



and parsing the speech stream at increasingly larger levels beginning with auditory phonetic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive.

2. Top down processes, processes involve the listener in going from the whole their prior knowledge and their content and rhetorical schemata to the parts. In another words, the listener uses what they know of the context of communication to predict what the message will contain. They key process here is inferencing.<sup>12</sup>

There are several ways of providing this support that can be used across a range of activities.

1. Listening while reading. While they listen the learners see the written form of what they are listening to. This can include a written text, a power point presentation, and captioned movies.
2. Repeated listening. There are repeat opportunities to listen to the same text. Repeated reading is well established activity for improving reading fluency. Repeatd listening using a tape recorder, DVD or video, or using input from the teacher should also be of value.
3. Interactive listening. That is, by asking them to slow down, repeat, clarify,or explain. This broad negotiation can improve comprehension, help learning, and also help develop strategies for dealing with difficult input.

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<sup>12</sup> *Ibid*, p. 40.

4. Non linguistic or semi linguistic support like information transfer diagrams, pictures and diagrams, OHT or power point notes, and real objects can all make listening easier if they are directly related to what is being listening.<sup>13</sup>

The teaching of listening comprehension, or any other language skill, involves considering the objectives of teaching and learning and the micro skill the procedure will cover. Approach to the teaching of listening comprehension should emphasize two complementary processes involved in listening. The first involve decoding the in coming utterance or message and making use of the linguistic signals actually transmitted. It involves the identification of words, structures, grammar, and other linguistic features of the message. The second type of processing involves the listener making use of previous knowledge and information, which is not transmitted in the message, in using this information as a basis for interpreting the message. The classroom activities, therefore, should cover those which help students improve their active information processing skill.<sup>14</sup>

#### **b. Speaking**

Tarigan defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Based on competence based curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in joint

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<sup>13</sup> *Ibid*, p. 51.

<sup>14</sup> *Ibid*, Endang Fauziati, *Teaching of English as a Foreign Language (TEFL)*, p. 124.

construction of text stage. In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.<sup>15</sup>

The ability to speak usually well established when children enter elementary school. Physiological development has reached the stage where the children have command of speech producing function in fact many children talk fluently. Nowadays in the educational system in Indonesia, the students are introduced English when they are at the fourth grade at elementary school. The English subject at elementary school is not compulsory subject but as a local course. Although it is as a local course, the government regards English very important to be taught because English is a compulsory subject at SMP. To teach English to the students of elementary school, the English teacher has emphasized the psychological development of the children. In learning English, the elementary students need more opportunity to be exposed. They like repetition, exploring and experimenting. The elementary students using all their senses get fully involved. The English

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<sup>15</sup> Ubaydillah Ibnu Sholihin, *Definition Of Speaking Skill*, (online), URL: [Http://Rujukanskripsi. Blogspot.Com/2013/06/Definition-Of-Speaking-Skill.Html](http://Rujukanskripsi.Blogspot.Com/2013/06/Definition-Of-Speaking-Skill.Html), (Accessed On June 3<sup>rd</sup>, 2014).

teacher should motivate the students to learn English and to feel positive about English. To teach English, an English teacher must have the capabilities in English. The English teachers should also master the materials and be able to express the idea clearly, and the English teachers must be creative in presenting the materials when they are teaching in front of class.<sup>16</sup>

Speaking is one of the basic skills that must be mastered by students since it is very important for them to communicate in the class or outside the class. They must practice it especially in learning teaching in order to be fluent, without an ability to speak, it would be impossible to have a natural communication among people.

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, Clark and Clark said that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process. Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning, as Nunan states that the successful in speaking is measured through someone ability to carry out a conversation in the language. We confess that there are many

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<sup>16</sup> Nisa Hafitsa M, *Improving the English Speaking Skill of the Students by Using "Paikem" Approach With Use in Focus Media*, (online), URL://universityofibnkhaldunbogor-indonesia.blogspot.com/2011/02/ improving- english-speaking-skill-of.html, (accessed on June 3<sup>rd</sup>, 2014).

proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.<sup>17</sup>

From the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides. When someone speak to other person, there will be a relationship. The relationship itself is communication. Furthermore, defines speaking as development of the relationship between speaker and listener.

To most people, mastering the art of speaking is the single most important aspect of a learning a second or foreign language, and success language. The ESL teacher's growing concern over communication is largely a reaction against the extreme practices of the audiolingual method. Which tended to dichotomize language structure and content. The behaviorist theory of learning on which this method was based stressed the development of automatic. Conditioned responses to teacher directed cues. Memorization of short dialogues and oral repetition of controlled structural drills became the activities through which students gained phonological and syntactic habits.<sup>18</sup>

One of the methods suggested for developing speaking skill is role playing. That is creating a dramatic situation in a classroom, or in a part, simply acting out dialogues, but also in part relabing objects and people in the room to prepare for imaginative role playing. Such a role playing can help

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<sup>17</sup> **Ubaydillah Ibnu Sholihin**, *Definition of Speaking Skill*, (online), URL: <http://rujukanskripsi.blogspot.com/2013/06/definition-of-speaking-skill.html>, (accessed on June 3<sup>rd</sup>, 2014).

<sup>18</sup> *Ibid*, Endang Fauziati, *Teaching of English as a Foreign Language (TEFL)*, p. 126.

teachers expand the classroom indefinitely and provide natural contexts for the language being used.<sup>19</sup>

The role plays, which have been designed, can be presented within a few minutes and contain a minimum of advanced vocabulary items. They are minimally designed in order to allow the students to create their own characters freely, rather than merely impersonating ones that have already been carefully detailed. For this reason, it is suggested that the activity begin with simple role play. When the students are mature enough, they can be given more complex ones. It is not impossible that any teachers handling conversation class could create their own role plays.<sup>20</sup>

Games is one of activities which can help to create dynamic, motivating classes. The reason is that real learning takes place when the students, in a relaxed atmosphere, participate in activities that require them to use what they have been drilled on. Games are not only suitable for children but also for adults. Since there is always a child hidden in every of us. Bringing out this child undoubtedly facilitates the learning of a foreign language.<sup>21</sup>

Using song in ESL classroom, especially speaking one can be both enjoyable and educational. Songs usually provides a peaceful and happy mood for the listeners. From a pedagogical standpoint, songs can be incorporated into the classroom for a variety of reasons. Songs can be used as materials for discussion, i.e., paraphrasing. In addition Richards (1969

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<sup>19</sup> *Ibid*, p. 127.

<sup>20</sup> *Ibid*, p. 128.

<sup>21</sup> *Ibid*, p. 130.

)suggests that songs can be used as useful aid in the learning of vocabulary, pronunciation, structures, and sentence patterns.<sup>22</sup>

In speaking there are two parts. Like informal speaking and formal speaking:

1. Informal speaking, typically involves tasks where conveying information is not as important as maintaining friendly relationships. Brown (1978) calls this interactional speaking as opposed to transactional speaking. Interactional speaking can be supported in the following ways. This support enables learners to produce what they would not normally be able to produce.<sup>23</sup>
2. Formal speaking, helps language learning in the following ways. It represents a new use of English for most learners and thus requires them to focus on language items that are not as well represented in other uses of the language. Formal speaking requires control of content, awareness of a largely passive audience, and being the focus of attention a rather unsettling experience. It thus requires learners to use language under difficult and demanding circumstances, which will stretch the boundaries of skill development.<sup>24</sup>

Problem solving, materials which focus on problem solving offer further opportunities for students to work in pairs or small groups, to share information and opinion on topics, which are meaningful to them. The basic

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<sup>22</sup> *Ibid*, p. 135.

<sup>23</sup> *Ibid*, I. S . P. Nation, Jonathan Newton,*Teaching ESL/EFL Listening and Speaking*, p.

<sup>24</sup> *Ibid*, p. 121-122.

principle lying behind such activities is that the teacher sets up a situation where there is an information gap among the participants, and this gap has to be bridged either orally or in written form.<sup>25</sup>

The nature of formal speaking, speaking as a part of work or academic study may involve presenting reports or presenting a view point on a particular topic. This type of speaking has several important features.

1. It is transactional. That is, its purpose is to communicate information rather than to maintain social contact as is the case with most interactional speaking.
2. It involves taking a long turn. That is not usually presented as a dialogue but requires speaking for several minutes in a comprehensible and organised way.
3. It is influenced by written language. Often it will involve speaking from notes and will involve academic vocabulary.
4. The speaking is done in the learner's careful style in a clear and deliberate way with opportunity for the speaker to monitor the production.
5. It often needs teaching as it is a skill that is not a part of typical language use.<sup>26</sup>

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<sup>25</sup> *Ibid*, Endang Fauziati, *Teaching of English as a Foreign Language (TEFL)*, p. 133.

<sup>26</sup> *Ibid*, I. S . P. Nation, Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, p.



### c. Reading Skill

Reading is the action of person who reads, reading one's ability to read. Measured by comparing it with the average ability of children of the specified age.<sup>27</sup>

Reading as follows the process whereby a mind, with nothing to operate on but the symbols of the readable matter, and with no help from outside, elevates itself by the power of its own operations. The mind passes from understanding less to understanding more. The skilled operations that cause this to happen are the various acts that constitute the art of reading.<sup>28</sup>

The common classroom practices of teaching reading are like testing reading. Teachers usually provide the students with a reading selection and a number of questions dealing with the text to answer. Such a procedure in a reading class won't help the students develop their reading skills. This section will attempt to suggest ways of handling reading class of which the emphasis is on improving learners' reading skills. It consists of at least three related parts: the first part will try to discuss the prominent theory of the nature of reading, the schema theory. The second part will present the implication of the theory for the EFL teaching of reading, the classroom practices to develop text based processing skills and knowledge based processing skills. Lastly, this section ends with conclusion.<sup>29</sup>

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<sup>27</sup> *Ibid*, A S Hornby, *Oxford Advance learners' dictionary (fifth edition)*, p. 968.

<sup>28</sup> Richard Nordquist, *Reading*, (online), URL: <http://grammar.about.com/od/rs/g/readingterm.htm>reading, (accessed on June 3<sup>rd</sup>, 2014).

<sup>29</sup> *Ibid*, Endang Fauziati, *Teaching of English as a Foreign Language (TEFL)*, p. 138.

This principle results in two basic modes of information processing called bottom-up and top-down. When a person is reading, he employs special skills and strategies to process information based on linguistic input from the text (bottom-up), it is a text based or data driven mode of information processing. While in top-down mode, he processes information from his prior knowledge to make predictions about the data from the text. It is knowledge based or conceptually driven mode of information processing.<sup>30</sup>

Classroom practices to develop text-based processing skills, a reading text always contains information, meaning, or messages which the writers intend to communicate to their readers. Therefore, a reading text is also a piece of discourse. The elements of a text comprise words, which are combined into phrases to form clauses and sentences and then organized into the whole text. To be read well learners have to detect and select the right cues to form concepts or meanings. They to develop their abilities to perceive the elements of the reading text to get meanings with sufficiently efficient speed. What follows are some activities which are worth doing in order to develop text-based processing skills.<sup>31</sup>

1. Recognizing word meaning, one of the best ways to find what a word means is by using context clues. These clues are frequently available. It's a good idea, therefore, to have classroom practice to learn how to recognize the kind of clues that the learners might come across in the reading texts.

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<sup>30</sup> *Ibid*, p. 139.

<sup>31</sup> *Ibid*, p. 140-141.

The second way to figure out the unfamiliar word is by word analysis, that is, by recognizing the part of the word.

2. Recognizing phrases, in order to enable the reading learners to understand the meaning of the word, they have to be able to recognize the position of the word in phrases.<sup>32</sup>
3. Recognizing sentence structure, students entering higher education have been acquainted with the types of sentences. Simple, compound, and complex sentences. They are also familiar with the classification of sentences into declarative, interrogative.
4. Discourse analysis, to enable the students to get and to interpret meanings or ideas carried by the reading text, they need to be familiarized with how sentences are functionally exploited to carry meanings in a discourse and how they are manipulated to form a paragraph through analysis.<sup>33</sup>

Intensive study of reading texts can be a means of increasing learners' knowledge of language features and their control of reading strategies. It can also improve their comprehension skill. It fits into the language focused learning strand of a course. The classic procedure for intensive reading is the grammar-translation approach where the teacher works with learners, using the first language to explain the meaning of text, sentence by sentence.<sup>34</sup>

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<sup>32</sup> *Ibid*, p. 141.

<sup>33</sup> *Ibid*, p. 142.

<sup>34</sup> I. S . P. Nation, *Teaching ESL/EFL Reading and Writing*, Madison Ave: New York, 2009, p. 25.

Focus in intensive reading, intensive work on a reading text can focus on the following aspects.

1. Comprehension. Intensive reading can aim at understanding a particular text.
2. Regular and irregular sound-spelling relation. This can be done through the teaching of phonics, through teaching spelling rules, and through reading aloud.
3. Vocabulary. Learners' attention can be drawn to useful words, and the underlying meaning and use of these words can be explained.
4. Grammar. Difficult grammatical features can be explained and analysed.
5. Cohesion. Learners can practise interpreting what pronouns refer to in the text, what the conjunction relationships between sentences are, and how different words are used to refer to the same idea.
6. Information structure. Certain texts contain certain kinds of information.
7. Genre features. The vocabulary, grammatical features, cohesive features and information all contribute to the communicative effect of a text.
8. Strategies. Intensive reading can be used to help learners develop useful reading strategies.<sup>35</sup>

Extensive reading is a form of learning from meaning-focused input. During extensive reading learners should be interested in what they are

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<sup>35</sup> *Ibid*, p. 27.

reading and should be reading with their attention on the meaning of the text rather than on learning the language features of the text.<sup>36</sup>

a. Active reading

Reading plays a key role in almost every course of study. Yet many students do their reading in an unfocused way. This can often lead to poor results. So let us start by trying to clarify our ideas about reading.<sup>37</sup>

b. Skimming

Another useful way of building up anticipation, so that you can ask your self the right kind of questions, is by skimming through the text. Whether the book is a set text or borrowed from a library, think of a it as a tool for learning that is supposed to help you to master your subject.<sup>38</sup>

c. Scanning and searching

To remind yourself of the various approaches to reading a text, you may find it helpful to have another. When you are scanning you are usually looking for a particular word or phrase which you believe already exists or may exist in the text. Sometimes if you are lucky the key words you are looking for are signalled in some way, for example by being written in italics or in bold. When you are searching a text for particular information, you may not have specific words or phrases to help you. However, you may, as we have seen, sometimes get help from the index, or from the list of contents.<sup>39</sup>

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<sup>36</sup> *Ibid*, p. 50.

<sup>37</sup> Michael J. Wallace, *Study Skills in English*, Cambridge: Cambridge University Press, 2004, p.9.

<sup>38</sup> *Ibid*, p. 11.

<sup>39</sup> *Ibid*, p. 25.

#### **d. Writing Skill**

As one of the four language skills, writing has always occupied a place in most English language course. One of the reasons is that more and more people need to learn to write in English for occupational or academic purposes. English department students especially need to learn to write and to prepare themselves for the final academic assignment, thesis writing. Thus, in terms of students' needs, writing occupies an equal role with the other language skills.<sup>40</sup>

##### a. The product approach.

In the product oriented type of teaching writing, the main purpose of the learners' writing activity is to catch grammar, spelling, and punctuation errors. In elementary or intermediate level following this theory students activity is to write out of grammar exercise. Here the students are given a short text and instructed to change all singular nouns to plural nouns or to form present tense to past tense etc.<sup>41</sup>

##### b. The process approach

In this very approach, teaching writing does not mean simply having students do grammar exercise in writing. It no longer means having students manipulate unfamiliar texts that have no special meaning for them. Instead students are writing about and most especially what they

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<sup>40</sup> *Ibid*, Endang Fauziati, *Teaching of English as a Foreign Language (TEFL)*, p. 147.

<sup>41</sup> *Ibid*, p. 148.

really want to communicate to someone else, and what they really want a reader to know.<sup>42</sup>

The following principles can be used evaluated teaching and learning activities so that the best are chosen for use. The principles can also be used to evaluate a writing course or the writing section of a language course to make sure that learners are getting a good range of opportunities for learning. Within each strand the principles are ranked with most important principle first.<sup>43</sup>

Writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals. a system of more or less permanent marks used to represent an utterance in such a way that it can be recovered more or less exactly without the intervention of the utterer.<sup>44</sup>

c. The process of writing

Writing is never a one-step action: it is on going creative act. When you first write something, you have already been thinking about what to say and how to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. You write and revise and write and revise again until you are satisfied that your writing expresses exactly what you want to say.

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<sup>42</sup> *Ibid*, p. 149.

<sup>43</sup> *Ibid*, I. S . P. Nation, *Teaching ESL/EFL Reading and Writing*, p. 93.

<sup>44</sup> Kualo, *Writing Definition*, (online), URL: [http:// www. omniglot. com/ writing/ definition. htm](http://www.omniglot.com/writing/definition.htm), (accessed on April 21<sup>th</sup>, 2013).

The process of writing has roughly four steps. In the first step, you create ideas. In the second step, you organize the ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revisions.<sup>45</sup>

The first step is called prewriting. Prewriting is a way to get ideas. In this step, you choose a topic and collect ideas to explain the topic. Listing there are several techniques you can use to get ideas. Listing is a prewriting technique in which you write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into your mind. Don't stop to wonder if an idea is good or not.<sup>46</sup>

The second step is organizing. Organizing is to organize the ideas into a simple outline.<sup>47</sup> The third step is to write a rough draft, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling or punctuation. Just get your ideas down on paper. You will probably see many errors in your rough draft. You will fix the errors later.

The fourth step is polishing, revising, and editing. In this step, you polish what you have written. This step is also called revising and editing. Polishing is most successful if you do it in two steps. First, attack

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<sup>45</sup>Alice Oshima and Ann Hogue, *Introduction to Academic Writing Third Edition*, New York: Longman, 2007, p. 15.

<sup>46</sup>*Ibid*, p. 16.

<sup>47</sup>*Ibid*, p. 17.



the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).<sup>48</sup>

### **C. The Elements of English**

In English teaching there are three elements of English learning beside the skills of English teaching. There are vocabulary, pronunciation, and grammar.

#### **a. Vocabulary**

Vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form. Having a limited vocabulary is also a barrier that precludes learners from learning a foreign language. When they do not know how to enrich their vocabulary, for example, they often gradually lose interest in learning.<sup>49</sup>

Vocabulary teaching during intensive needs to share the time in the language focused learning strand of a vocabulary programme with deliberate learning using word cards, vocabulary strategy training, and vocabulary teaching not related to intensive reading.<sup>50</sup> Memory is also very important in the development of a second language, and it is vocabulary which requires more generous treatment for memorization compared with other aspects of second language development.<sup>51</sup>

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<sup>48</sup> *Ibid*, p. 18.

<sup>49</sup> *Ibid*, Endang Fauziati, *Teaching of English as a Foreign Language (TEFL)*, p. 155.

<sup>50</sup> *Ibid*, I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*, p. 38.

<sup>51</sup> *Ibid*, Endang Fauziati, *Teaching of English as a Foreign Language (TEFL)*, p. 161.

Vocabulary card system seems to be the most effective and practical way of memorization to accomplish new vocabulary. It is a technique which relies on repetitive rote memorization to combat forgetting. Students are supposed to collect a certain number of cards per week. They are to memorize the words on the cards plus the words on the cards of the previous works. The cards includes the definition, the context in which the word is used kor a sample sentence with the word in it. Identifying the definition or the dictionary meaning of the word brings certainly, and learning with context can be more meaningfull and to retain it in the long term memory, compared with the word in isolation. Students even can utilize this card system to study, review, and test themselves with their vocabulary development.<sup>52</sup>

Vocabulary is the total number of words in a language, a list of words with their meanings especially one that accompanies a texbook in a foriegn language.<sup>53</sup> learning vocabulary is a challenge for learners, partly because of the size of the task, and partly because of the variety of vocabulary types to be learned, including single words, phrases, collocations, and strategic vocabulary, as well as grammatical patterning, idioms, and fixed expressions.<sup>54</sup>

Another issue to consider is which vocabulary we want students to be able to use when they speak and write their active or productive vocabulary and which we want them to be able to recognize and understand

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<sup>52</sup> *Ibid*, p. 162.

<sup>53</sup> *Ibid*, A S Hornby, *Oxford Advance leraners' dictionary (fifth edition)*, p. 1331.

<sup>54</sup> Jeanne McCarten, *Teaching Vocabulary Lessons from the Corpus Lessons for the Classroom*, New york: Cambridge university press, 2007, p. 18.

but not necessarily produce their passive or receptive vocabulary. Students often feel frustrated that they can understand more than they can produce, but explaining this issue of active versus passive knowledge as a normal part of learning can be reassuring.

When you assign vocabulary lists to learn, why not include some passive vocabulary items and discuss with students which items they need to learn “for understanding” and which they need to learn really well so that they can use them. But be sure that in practice or testing activities, students are required to remember and use only the active vocabulary productively. Additionally, even from the elementary level, it is important to include in vocabulary lessons not just single words, but also larger “chunks” such as collocations, phrases, or expressions, even whole sentences, as well as strategic vocabulary. By building up a stock of expressions as well as individual words, students can assemble the language they need to communicate more fluently.<sup>55</sup>

An important vocabulary acquisition strategy is seeing a word as something to be learned. In this view, knowing what to learn is a necessary prerequisite to learning. Teachers can help learners get into the habit of noticing by making clear in classroom instruction and homework assignments, which items should be learned, what each item is a single word,

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<sup>55</sup> *Ibid*, p. 19.

a phrase, a collocation etc. and for what purpose active use or passive recognition.<sup>56</sup>

Another important point is not to overload students there are limits to how much vocabulary anyone can absorb for productive use in one lesson and this will be affected by how difficult the words are and how much students are required to know about them [on the notion of difficulty. If vocabulary sets ever seem too daunting for students, allow them to choose which items they want to prioritize.<sup>57</sup>

It has been so far that vocabulary is very important for second language learners, only with a sufficient vocabulary learners can effectively express their ideas both in oral and written form. Thus, they should have good ideas of how to expand their vocabulary so that they can improve their interest in learning the language. Language teachers, therefore, should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.<sup>58</sup>

Knowing some principles on the way one's vocabulary develops in relation to memory will make us aware of the particular teaching techniques suitable for vocabulary teaching and learning. By using appropriate techniques to learn new vocabulary, students will find it useful and interesting. The colloray is that the unfamiliar words are easier to recognize

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<sup>56</sup> *Ibid*, p. 20.

<sup>57</sup> *Ibid*, p. 23.

<sup>58</sup> *Ibid*, Endang Fauziati, *Teaching of English as a Foreign Language (TEFL)*, p. 167.

and retain in their long-term memory and recall at a time they want to use them.<sup>59</sup>

### **b. Pronunciation**

Pronunciation is the way in which a language is spoken, the way a person speaks the words of a language.<sup>60</sup> Pronunciation was viewed as an important component of English language teaching curricula in both the audiolingual methodology developed in the U.S. and the British system of situational language teaching. In fact, along with correct grammar, accuracy of pronunciation was a high-priority goal in both systems.<sup>61</sup> Within communicative approaches to pronunciation teaching it is important to focus on critical dimensions of learning and to formulate instructional objectives that include whole-person learner involvement. Three important dimensions of learning are an intellectual involvement, an affective involvement, and a physical or performative involvement.<sup>62</sup>

Pronunciation or speech study is most profitable and most pleasant when students are actively involved in their own learning, not passively detached repeaters of drills. Research has shown that self-involvement is a primary characteristic of good language learners. However, learner self-involvement cannot be left to chance it must be actively shaped, early and continually, throughout ESL course work.<sup>63</sup>

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<sup>59</sup> *Ibid*, p. 167.

<sup>60</sup> *Ibid*, A S Hornby, *Oxford Advance Learners' Dictionary (fifth edition)*, p. 928.

<sup>61</sup> Joan Morley, *The Pronunciation Component in Teaching English to Speakers of Other Languages*, Michigan: The University of Michigan, 1991, p. 484.

<sup>62</sup> *Ibid*, p. 501.

<sup>63</sup> *Ibid*, p. 503.

In pronunciation/speech work, perhaps more than any other part of language study, a comfortable classroom atmosphere is essential for maximum achievement. Classroom interactions need to be enjoyable and supportive with a focus on strengths as well as weaknesses. The learning climate needs to be one where even the most retiring and the most unintelligible students can lose their self-consciousness and embarrassment about “sounding funny” as they work to modify pronunciation/speech features of their oral communication skill.<sup>64</sup>

Programs that are committed to helping learners modify pronunciation/speech patterns and develop effective communicable speech skill often reflect a philosophy of learner/teacher partnership. In pronunciation work, perhaps more than in any other facet of second language instruction, clearly the teacher doesn’t “teach,” but facilitates learning in a very special learner-centered way.<sup>65</sup>

The big challenge pronunciation/speech teachers face lies in fulfilling the practice objective by providing meaningful and productive speaking experiences within which learners can monitor and modify their speech patterns without disrupting communication.<sup>66</sup>

Learning and teaching of pronunciation in the field of TESL. A major concern has been the urgent needs of several special groups of adult

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<sup>64</sup> *Ibid*, p. 504-505.

<sup>65</sup> *Ibid*, p. 507.

<sup>66</sup> *Ibid*, p. 508.

and near-adult learners who are seriously disadvantaged without effective second language oral skills, including intelligible communicative speech patterns. The excitement has been in the challenging work of expanding the horizons of pronunciation learning and teaching, redefining basic concepts (philosophy, learner goals, instructional objectives, roles of learner and teacher), and constructing communicative approaches featuring creative classroom and self-study instructional activities and procedures.<sup>67</sup>

An increasing number of ESL professionals are engaged in studying issues and developing programs grounded in new perspectives. Much has been accomplished but much more development is needed. It is clear that pronunciation can no longer be ignored; today intelligible pronunciation is seen as an essential component of communicative competence. The challenge to teachers and researchers is to develop an informed expertise directed toward facilitating learners' development of functional communicative speech/pronunciation patterns.<sup>68</sup>

When some teachers and learners complain about difficulties in speaking they are often talking about pronunciation. The amount of attention given to the teaching pronunciation in language courses varies considerably, partly as a result of the teacher's attitude to error and the learners' language learning goals.<sup>69</sup>

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<sup>67</sup> *Ibid*, p. 512.

<sup>68</sup> *Ibid*, p. 513.

<sup>69</sup> *Ibid*, I. S . P. Nation, Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, p.

### c. Grammar

Grammar is the rules in a language for teaching the form of words combining them into sentences.<sup>70</sup> One of the most fundamental claims of modern linguistic analysis is that all languages have a grammar. It could not be any other way. If a language is spoken, it must have a phonetic and phonological system, since it has words and sentences, it must also have a morphology and a syntax, and since these words and sentences have systematic meanings, there must obviously be semantic principles as well. Of course, these are the very things that make up a grammar.<sup>71</sup>

Grammar can be deliberately learned as a result of direct explanation and analysis, through doing grammar exercises, through consciousness-raising activities, and through feedback. Direct explanation of grammar points has certain advantages over more communicatively based problem solving activities. First, the direct teaching gets the point across quickly and allows more time for practice and meaning-focused use. Second, problem-solving group work which focuses on grammar on grammar may require vocabulary and constructions that the learners do not know.<sup>72</sup>

A grammar is normally represented as a set of production rules which specify the order of constituents and their sub-constituents in a sentence a well-formed string in the language. Each rule has a left-hand side symbol naming a syntactic category (e.g. "noun-phrase" for a natural

<sup>70</sup> *Ibid*, A S Hornby, *Oxford Advance learners' dictionary (fifth edition)*, p. 517.

<sup>71</sup> Richard Nordquist, *Grammar*, (online), URL: <http://grammar.about.com/od/fh/g/grammarterm.htm>, (accessed on June 8<sup>th</sup>, 2014).

<sup>72</sup> *Ibid*, I. S . P. Nation, Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, p. 138.



language grammar) and a right-hand side which is a sequence of zero or more symbols. Each symbol may be either a terminal symbol or a non-terminal symbol. A terminal symbol corresponds to one " lexeme" - a part of the sentence with no internal syntactic structure. A non-terminal symbol is the left-hand side of some rule.<sup>73</sup>

#### **D. Materials Selection**

Based on the result of identification and observation, the researcher have choose three materials selection as meterials to make English worksheet for the students at MTs Darul Amin Palngka Raya, especially seventh grade class.

Based on the researcher's result of identification, classification, and observation with the English teacher and students at MTs Darul Amin Palangka Raya. the researcher was gotten three topics of English worksheet the English teacher and students need for their materials in English learning process. The English teacher and students need the topics are:

##### 1. Greeting

Greeting is very inportance for some to begin the comunication to the other.

##### 2. Self introduction

Self introduction is the one to introduce him to others who are new, with the introduction of self that is to make it easier for someone to hang out to new people he knews. both in the classroom community or in public

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<sup>73</sup> Houghton Mifflin Company, *Grammar*, (online), URL: <http://dictionary.reference.com/browse/grammar>, (accessed on June 8<sup>th</sup>, 2014).

places, with the introduction of self becomes easy for people to interact with others by using the English language. self introduction will also facilitate someone obtaining information.

3. Name of time (days, months, in year, calendar).

### **E. Type of Worksheet**

Worksheet is a paper on which work that has been done or is in progress is recorded.<sup>74</sup> In English worksheet there are some types of worksheet. Worksheets range in type from straight-text multiple-choice questions to illustrated puzzles and mind games. Here are a few examples of worksheet types that have proved particularly effective in teaching English. For each type we list language points it works well with.

#### **a. Matching Worksheets**

This type of worksheet usually asks students to match up pairs of items (for example opposite words or start and end of a tag question). This is often done by having one column of items on the left and the matching items, not in the same order, in a column on the right. Students have to draw lines between the matching items.

#### **b. Word Scrambles Worksheets**

Word scrambles or jumbles help improve vocabulary and spelling. In this type of worksheet the letters of each word are mixed up and students have to put them into the proper order.

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<sup>74</sup> *Ibid*, A S Hornby, *Oxford Advance learners' dictionary (fifth edition)*, p. 1377.

Here are some different types of words you can scramble: key vocabulary, spelling list words, names of students in the classroom, names of places, number words (thousand, million etc), words with silent letters or other unique features, holiday or special event vocabulary, grammar terms, almost anything.

**c. Jumbled Sentences Worksheets**

Here, each sentence is presented with its words all mixed up and students have to put them into the correct order (for example: time/go/to/it's/almost/school/to It's almost time to go to school).

**d. Sorting Worksheets**

With sorting worksheets, students are presented with a collection of items (words, phrases, phonemic characters etc) and asked to "sort" them into particular categories (for example: male and female; stress on first, second and third syllable; Africa, Asia, Europe, S. America). From the examples, you can see that there might be two, three, four or more categories. This usually depends on the particular language point and level. One of the most common ways of doing this is to have all the items entered randomly in a box at the bottom of the worksheet, with a column for each category above - into which students write the appropriate item.

**e. Other Worksheets**

There are several other types of worksheet, including:

- Multiple Choice Worksheets are basically quiz-type exercises.

- Gap Fill Worksheets where students insert the right words in gaps in the text.
- Word Puzzle Worksheets include crosswords, word search and word maze.
- Labelling Worksheets where students annotate an illustration.<sup>75</sup>

## F. The Criteria of Good Worksheet

According to Alex Case there choosing a good worksheet is even more difficult for pre-school age students than for other children and adults, as they are not only more likely to find a bad worksheet boring but might also be totally unable to write, draw or read what you what them to. Here are some tips that should help you find or create the perfect worksheet for your classes: (1) right physical development level; (2) right mental development level; (3) just challenging enough; (4) can be displayed; (5) can't go horribly wrong; (6) finish at more or less the same time; (7) involves lots of language; (8) involves the right classroom language; (9) fits in with long term goals; (10) contains useful language; (11) fun/ funny; (12) balance of familiarity and novelty; (13) not too messy; (14) creative; (15) predict and check.<sup>76</sup>

## G. Curriculum

Curriculum is the subject included in a course of study or taught at a particular school, college, etc: Compare with syllabus.<sup>77</sup> The school term

<sup>75</sup> Teflnet, *Guide Types*, (online), URL: <http://www.tefl.net/esl-lesson-plans/guide-types.htm>, (accessed on June 9<sup>th</sup>, 2014).

<sup>76</sup> Alex Case, *Criteria for Kindergarten Worksheets*, (online), URL: <http://edition.tefl.net/articles/teacher-technique/kindergarten-worksheets/> (accessed on December 3<sup>th</sup>, 2014).

<sup>77</sup> *Ibid*, A S Hornby, *Oxford Advance learners' dictionary (fifth edition)*, p. 287.

only started about three weeks ago. This year, government finally decided to try out the new designed curriculum, the 2013 curriculum. Thousands of schools, ranging from junior high (SMP) have participated in this try out. Despite the debate on the lack of preparation and infrastructure, the 2013 curriculum offers many new features in our education system. Unlike the previous one, the 2013 curriculum will be IT-based. Ministry of Education and Culture has set up a website to oversee the implementation of the 2013 curriculum. The website provides details of curriculum implementation, including teachers guide and subject.<sup>78</sup>

There are essentially four curriculums at work in most educational settings: the explicit, implicit, null, and extra-, or cocurriculum. You are probably familiar with the notions of explicit curriculum and extracurricular activities. The real intrigue of curriculum debate and design comes into play with the implicit and null curriculums.

#### **a. The Explicit Curriculum**

Explicit means "obvious" or "apparent," and that's just what the explicit curriculum is all about: the subjects that will be taught, the identified "mission" of the school, and the knowledge and skills that the school expects successful students to acquire. If you speak with an administrator at your school or where you do your observations or practicum work, ask about the curriculum; it is this publicly announced

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<sup>78</sup> Avina Nadhila Widarsa, *Curriculum for New School Year in Indonesia*, (online) URL: <http://www.globalindonesianvoices.com/8813/new-2013-curriculum-for-new-school-year-in-indonesia/>, (accessed on June 9<sup>th</sup>, 2014).

(and publicly sanctioned) explanation of the message of school that will be explained to you. The explicit curriculum can be discussed in terms of time on task, contact hours, or Carnegie units (high school credit courses). It can be qualified in terms of specific observable, measurable learning objectives.

### **b. The Implicit Curriculum**

Sometimes referred to as the hidden curriculum, the implicit curriculum refers to the lessons that arise from the culture of the school and the behaviors, attitudes, and expectations that characterize that culture. While good citizenship may be part of the explicit curriculum, a particular ethos that promotes, for example, multiethnic acceptance and cooperation may also characterize a particular school.

This is not to say that parents, teachers, and administrators sat around a table and said, "let's promote acceptance of diverse ethnic values in the context of the American experience." That would be nice, of course, but then it tends to fall into the category of the explicit curriculum. By virtue of a high multiethnic enrollment, a particular school may have a culture of multiethnic cooperation. Another school, isolated in that its enrollment is primarily that of one ethnic group, would develop a different sort of culture. Individual schools within a district, or even classrooms within a school that share a common explicit curriculum, can differ greatly with regard to the implicit curriculum. This is not an altogether bad situation, but to a great degree

the implicit curriculum is subjected to less scrutiny than is the explicit curriculum.

**c. The Null Curriculum**

Just as compelling as the notion of the implicit curriculum is Eisner's concept of the null curriculum. This aspect of curriculum refers to the options students are not afforded, the perspectives they may never know about, much less be able to use, the concepts and skills that are not a part of their intellectual repertoire. The teaching of evolution provides an example. For more than seventy-five years this topic has been an issue of debate. The decision by individual states or school districts within states not to include this topic within its explicit curriculum places it in the category of the null curriculum. In other words, the decision to exclude particular topics or subjects from a curriculum nonetheless affects the curriculum by its very omission.

**d. Extracurricular Programs**

The fourth aspect of curriculum is that of the extracurriculum or cocurriculum. This curriculum represents all of those school-sponsored programs that are intended to supplement the academic aspect of the school experience. Athletics, band, drama, student government, clubs, honor societies and student organizations, and school dances and social events all fall under the heading of extracurricular activities. Participation in these activities is purely voluntary and does not contribute to grades or credits earned toward

advancement from one grade to the next or to graduation. Extracurricular activities are typically open to all, though participation often depends on skill level.<sup>79</sup>

#### **H. Need of Students and Teachers**

In this study, the students' and teachers' need are something that is needed by the students and teachers in education. The different types of the students have different need, and what they are taught should be restricted to what they need. The identification needs of students are considered important since the actual success of a program is determined by the result of it. In order to suit the needs of the students, the development of English worksheet in this study based on the result of need assessment from the diagrams.

According to Graves in Suita, needs assessment involves finding out what the learners know and can do and what they need learn or do so that the course can bridge the gap (or some part of it).<sup>80</sup>

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<sup>79</sup> Edward S. Ebert II, Christine Ebert, Michael L. Bentley, *Curriculum Definition*, (online), URL: <http://www.education.com/reference/article/curriculum-definition/?page=2>, (accessed on June 9<sup>th</sup>, 2014).

<sup>80</sup> Ratna Suita, *Developing English Instructional Materials for the First Year Beauty Skill Program Students of SMK 3 Malang*, Malang: State University Malang, 2009, p. 37.