Syafrizal

ENGLISH LEARNING STRATEGY

Concept, Principle, Methodology, and Approach

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GENERAL PREFACE

*E**nglish** Learning Strategy: Concept, Principle, Methodology, and Approach,* as its name suggest, is a book focuses on the explanation about the concept, principle, methodology, and approach of teaching English language skills. This book provides clear and up-to-date explanation about the topic to the readers. Readers can explore the concept, principle, methodology, and approach in teaching English language skills and then implementing them on the real life actions.

This book contains various definitions about concept, principle, methodology, and approach in teaching language skills from various sources. It contains the explanations about:

1. The definition of concept, principle, methodology, and approach in teaching English language skills
2. The kinds of concept, principle, methodology, and approach in teaching English language skills

3. The Advantages and Disadvantages of them
4. More explanation about concept, principle, methodology, and approach in teaching English language skills

The author hopes that the readers could take the advantage from this book. Thank you for reading this book.

Author,

Syafrizal

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ENGLISH LEARNING STRATEGY:
Concept, Principle, Methodology, and Approach

SECTION 1: CONCEPT

Concept is an understanding, mental description of objects, processes, opinions, designs that have been thought through. Easy-to-understand planning is needed in creating systematic activities. It can also add to the quality of activities. According to Soedjadi, the concept is an abstract thing to be made into a certain term. According to Bahri, the definition of concept is a representation of a plural object that has the same characteristics and abstract image. And, according to Singarimbun and Efendi, concept is a few of groups that have certain phenomena and they are generalized to describe other phenomena in common. In conclusion, concepts is understandings, processes, opinions that have been thought through, that are generalized and represent the same phenomenon or picture and abstract.

CONCEPT OF TEACHING

Every human being has the obligation and right to education. without education there will be no direction in life. Through continuous and deliberate efforts a good teacher can hone knowledge and skills. One of the prerequisites for being a good teacher is understanding the correct teaching and learning process.

The fact is that in Indonesia there are still many obstacles in the teaching and learning process. That is, one of them is the teacher who has not been able to teach effectively because of the limited ability and insight of the teacher in academic and psychological approaches to students. In developing the learning process, students are still less active because the learning methods used have not involved students to play an active role in the learning process so that children's understanding is not evenly distributed in every school. this often occurs at the primary, secondary and higher education levels in Indonesia.

The concept of teacher teaching is very influential on the effective growth and development of individuals and teachers have an important role in providing education to students. Teachers have an important role not only in achieving the goals and objectives desired by educational institutions, but also in improving the welfare of society. Educational Institutions, Innovations, Students, Skills, Teacher Education Educational institutions as media in contributing to providing knowledge and information to students with the aim of directing students towards a good future.

The most important element in an education is the teacher. teachers who are responsible for the concept of learning and carry out educational programs at each stage. Teacher competence, teacher sensitivity and motivation and the concept of teachers in teaching determine an educational concept of quality in a student.

Definition of Teaching

According to Gage (1963), "Teaching is a form interpersonal influence aimed at changing the behaviour potential another person". Smith in 1963 further extended the definition of teaching "Teaching is a system of actions involving an agent, an end in view and a situation including two sets of factors those over which the agent has no control (class size, characteristics of pupils, physical facilities, etc.) and those which he can modify (such as techniques and strategies of teaching." Edmund Amidon (1967) defined "teaching as an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities".

From the above statement, teaching is an act of influencing someone in doing a form of knowledge that can be useful. in the learning process involves both roles, namely teacher and student. The concept teaching model is a model developed to teach key concepts so that students can think at a higher level and form the basis for shared understanding and communication. There are several approaches in the concept teaching model, but there are two basic approaches, namely direct presentation and concept attainment. The syntax of the concept teaching model, the concept attainment approach, is: phase 1) clarifying the intent and establising the set; phase 2) provides input examples and not examples, namely providing illustrations, identifying critical and non-critical attributes,defines a concept and ends up giving the concept name of the example and not the example given; phase 3) testing achievement; and phase 4) analyzing the thinking process and integration of student learning.

The Characteristic of Teaching Concept

- Provide information on knowledge gained to students in order to obtain a bright future.
- Influencing someone so they can change behavior.

- A skill that can be systematically described and inspiring.
- Communicate an important thing in the teaching process.
- Good teaching concepts by providing opportunities for students to ask questions and take an active role during learning.
- Have goals that are taught and planned in every aspect that is needed. starting from understanding the material, methods, learning techniques and closing with evaluation to minimize errors that occur every time the learning process is carried out.
- provide direction and encouragement to students
- Professional in providing knowledge according to the place, conditions and audience.
- Teach by using a child's psychological approach to control the development of children's emotional stability.
- Teaching is an improvement in solving student learning problems

The Methods of Teaching

The teacher conveys two roles, namely traditional concepts and modern concepts

a. *Traditional Role - Teacher Centered*

In this method, teacher-centered learning, meaning that the teacher plays a major role in the learning process. The learning process centers on teachers. The concept of strict textbooks and true or false answers are used in this method because the teacher is the only source of the learning process. Classroom can be very passive, because students are expected to listen to and receive information from one-way communication, instead of establishing a situation where teachers and students state their own knowledge and perspectives on the topics they face.

b. *Modern Role - Facilitator (Student Centered)*

This student-centered learning method is focused on indicators of student activity during and after the learning process. According to (Acat & Dönmez, 2009) this method is more

effective for both teachers and students, because of the flexibility over resources during the process. In student-centered learning the teacher does not play a major role in the learning process, but only as a facilitator for students to check and correct the information they have.

c. *Conventional Method / lecture method*

The teaching method is by lecturing or conveying information verbally to students.

d. *Discussion Method*

This methods that are closely related to learning problem solving. This method is also usually done in groups or group discussions.

e. *Recitation Method*

The recitation method is a teaching method in which students are required to make a resume of the material that the teacher has presented, by writing it on paper and using their own language.

f. *Experiment Method*

The experimental method is a teaching method using actions in the form of practicum or lab experiments. Each student is hereby able to see the real process and learn directly.

g. *Skills Training Method*

This skill training method is a teaching method by training students' skills or soft skills by making, designing, or utilizing something. This method requires high student creativity by utilizing a material into items that are more useful and useful.

h. *Problem Solving Methods (Problem Based Learning)*

This PBL method is carried out in small classes, students are given cases to stimulate group discussions. Then the students expressed the results of their search for material related to the case and discussed in groups.

i. *Design Method*

The design method is a teaching method by stimulating students to be able to create or create a project that will be practiced or researched.

j. *Inquiry Method*

The inquiry method is a method that is able to build students to realize what they get during learning. The teacher still has an important role in this method, namely by designing the learning experience. Inquiry means understanding what has been passed. This method is intellectually involved and requires students to understand what they are learning as something valuable.

k. *Mind Mapping*

Mind mapping is a learning method by applying a continuous way of thinking to a problem, how it can happen until it is solved. Teaching through mind mapping is presented in the form of a scheme that has a causal and mutually influential relationship. This method of learning with mind mapping is able to improve students' analysis and critical thinking so that they understand something as a whole from start to finish.

Definition of Methods, Approach, and Techniques

Method on language teaching aims to provide knowledge to you about understanding the approaches, methods and techniques and their types approaches/methods in learning English. Knowledge of methods in teaching this language is part of the Language Teaching Methods (LTM) course. This knowledge is necessary in order to have a theoretical basis for stand up and have a reason in choosing action, for example choosing a learning techniques is not just adopting something without it understand rational, pedagogical or theoretical reasons.

According to Brown the approach refers to the theoretical framework and beliefs that underlie the nature of language, the nature of language learning, and its pedagogical implications.

Approach is a theoretical basis for a method. More broadly, an approach is an assumption about language, among others assumptions that regard language as habitual. Some are considers language as a communication system which is basically uttered and others consider language as a set rule.

A technique is any of wide variety of exercise, activities, or tasks uses in the language classroom for realizing lesson objectives. The methods of language teaching as "approach to action" are the practical application of findings and theoretical placement.

History of Methods of Language Teaching

In the broadly sense, there are 18 learning methods that can be used in language teaching which are classified into 3 groups:

- Teaching language in 20 century, there are: the nature of approach and method, the oral approach and situational language teaching and the audio lingual method
- Approach and alternative method, there are: total physical response, the silent way, community language teaching, suggestopedia, whole language, multiple language, neurolinguistic programming, the lexical approach, competency-Based language teaching.
- Communicative approaches there are: communicative language teaching, the natural approach, cooperative language teaching, content based instructions, task-based language teaching, the post-method era.

The Development of Language Teaching Methods Up to Now

There all many well-known methodologies in language learning such as the grammar translation method, Gouin and the series method, the direct method, the audiolungual method, cognitive code learning, designer method and others. Some of these methods will appear to be traditional methods and some of them will appear as modern methods. In fact, methodology in the language teaching develops as time and time change. A method based on

research found as a necessity rather than the language itself. If that see from the method maybe, no one is good for implementations in the class as long as both traditional and modern methods. Then can be use based on student needs and teacher choice. Apart from that, they also have their own advantages and disadvantages. In this case, however, it is the teacher job to decide which methods may be applied in their classrooms taking into account student need and the principles of language and language learning.

Evaluation
Multiple Choice

1. What is concept of teaching?
   a. Act of influencing someone in doing a form of knowledge that can be useful.
   b. Student assessment activities
   c. Communication between students and teachers.
   d. Educational programs that aim to benefit teachers
2. Which is the characteristics of teaching?
   a. Bring personal problems to the learning process
   b. Influencing someone in order to change behavior.
   c. The concept of teaching is monotonous and does not give students the opportunity to ask questions and take an active role during learning.
   d. Do not have goals that are taught and planned in every aspect that are needed and are left to run
3. What is recitation methods?
   a. Able to build students to realize what they get during learning.
   b. Able to create or create a project that will be practiced or researched.
   c. Teaching method in which students are required to make a resume of the material that the teacher has presented, by writing it on paper and using their own language.

d. Teaching method by training students' skills or soft skills by making, designing, or utilizing something.

4. What is the benefit of mind mapping method?
   a. To give pleasure to students
   b. To improve students' analysis and critical thinking so that they understand something completely from start to finish.
   c. To scare students
   d. To make students lazy

5. What methods are closely related to problem solving learning. This method is also usually done in groups or group discussions?
   a. Conventional method
   b. Mind mapping
   c. Discussion method
   d. Design method

6. Which is not the contents of the concept attainment approach?
   a. Clarifying the intent and establising the set; phase
   b. Provides input examples and not examples, namely providing illustrations, identifying critical and non-critical attributes,defines a concept and ends up giving the concept name of the example and not the example given; phase
   c. Testing achievement; and phase
   d. Make a decision

7. Which method that focusing on teacher?
   a. Student-centered learning
   b. Design-centered learning
   c. Teacher –centered learning
   d. Visual- centered learning

8. What is experiment method?
   a. Using actions in the form of practicum or lab experiments. Each student is hereby able to see the real process and learn directly.
   b. The teaching method in which students are required to make a resume of the material that the teacher has presented, by writing it on paper and using their own language.
   c. Training students' skills or soft skills by making, designing, or utilizing something. This method requires high student creativity by utilizing a material into items that are more useful and useful.
   d. The teaching method is by lecturing or conveying information verbally to students.
9. What is the role of teacher, *except...*
   a. Teacher as educator
   b. Teacher as Motivator
   c. Teacher as role model
   d. Teacher as a sister
10. What is the benefit in inquiry method?
    a. Able to build students to realize what they get during learning.
    b. Able to make students confused what they feel
    c. Able to make students tired
    d. Able to make students difficult

Essay

1. What is concept of teaching?
2. What are characteristics of teaching?
3. What are the two Methods of teaching concepts? Explain!
4. What is the meaning of design method?
5. Why is the concept of teaching so necessary?

CONCEPT OF TEACHING READING

Definition of Reading

Turkish Language Association - TDK, 2011 said "Reading is to vocalize letters and signs that constitute a text or comprehend the thought." And reading is an activity of interacting with the language encoded into print (letters). The definition above is the most common understanding. As for understanding more specifically are the following: (a) Reading is an activity of decoding print into sound or an activity of decoding printed codecs (writing) into sound; in other words sound printed / written codes. (b) Reading is the decoding of a graphic representative of language into meaning or the activity of decoding graphic codes that represent language into a certain meaning.

In another definition, reading is the activity of perceive interpreting the reader to get the message the writer wants to convey in the written media. Reading is an activity that is very important for anyone who wants to know about something. By reading, a person will be able to find out various kinds of important information needed in various aspects of life. Crucial information regarding the needs of a person or group of people, such as clothing, food, shelter, health, education, achievement of goals, and aesthetics. In the necessities of life, it is necessary both directly and indirectly that are closely related to reading ability and results.

Principles of Teaching Reading

According to Burns (1982) there are 14 principles of teaching reading, they are:

a. ***Reading is a complex way with many factors that should to be considered***

    The teacher must understand all aspects related to the reading process so that he can plan the teaching of reading wisely. The

aspects related to the reading process, such as: (i) understanding a certain symbol (sensory aspect), (ii) translating what they see from symbols or words (perceptual aspects), (iii) follow the flow (linear), logic, and grammar patterns of the words written (aspects of the sequence), (iv) linking previous words that are adapted to direct experience to give meaning to the word read (experience aspect), (v) making conclusions and evaluating a material (aspects of thinking), (vi) new ideas and facts must be connected and they must remember what they learned in the past (aspects of learning), (vii) sounds and symbols relationship must be remembered, between words and what they perspective about it (associational aspects), (viii) relating to personal or individual interests and attitudes that affect reading assignments (affective aspects).

b. ***Reading is a process of interpreting the meaning of written symbols***

Even if someone pronounces every word correctly and he doesn't understand some of the meaning of the text, he hasn't read it.

c. ***Reading involves the activity of constructing the meaning from passage meaning of the written passage***

Readers construct the meaning of the part of the text they read by using two pieces of information related to the text and their initial knowledge, which is based on their past experiences. The way readers construct meanings varies depending on their varied backgrounds of knowledge and experience. Some readers do not have sufficient background knowledge to understand the text, and others fail to make use of existing knowledge that they have.

d. ***There's no one perfect way to teach reading***

Every teacher must have their own style of teaching and the method must be suitable for students need because every student have their own perception of learning

e. **Learn to read is a continuous process**
    Reading skill need practice over and over. Especially for kids, they need a long time to have a good reading skills. Even after they have mastered all kinds of reading, the practice of reading still has to continue.

f. **Students should be taught word recognition that allows them to independently recognize the pronunciation and meaning of difficult words**
    Students cannot remember all the words they read in the text. Therefore they need to learn techniques to understand unfamiliar words so that they can understand the content of the reading even without the help of teachers, people, or friends.

g. **The teacher must able to diagnose students' reading skills and use the results of these diagnoses as a basis for planning teaching**
    Teaching all students the same teaching materials and methods and hoping to deal with different student difficulties at the same time are things that need to be avoided. Every student has different difficulties, so the handling will not be the same.

h. **Reading and knowledge about other language skills are connected**
    The interaction between the reader and the written language in which the reader attempts to build the author's message - is related to other language skills (listening, speaking and writing). The close relationship between writing and reading is that both are receptive language skills, as opposed to the two expressive reading skills, namely speaking and writing.

i. **Reading is a crucial part of all teaching content in educational programs**
    Teachers must consider the relationship between reading and other subjects in the primary school curriculum. To understand all subject matter, reading skills are needed. Teaching materials developed in other subjects become content areas in the text that students must read. Thus, reading becomes a crucial part of learning in elementary schools.

j. *Students must know why teaching is important*
    A teacher must be able to tell their student why reading is important in their life. In this case many students not able to read and not attractive to read and that's a big problem for them.

k. *The pleasure of reading should be considered as an important thing*
    Reading is an activity that can be both entertaining and informative. The teacher must be able to help students realize this fact by providing examples of reading activities that they can observe. The teacher can do recreational reading activities such as reading stories or poetry.

l. *Reading readiness must be taken into account at all levels of learning*
    Students' reading readiness is not only seen when teaching reading begins, but during the teaching reading process and at all grade levels. This can be done through question and answer activities with students

m. *Reading must be taught in a way that leads students the path of success*
    Asking students to learn to read from material that is too difficult for them is a step towards enormous failure. Teachers must teach students according to their respective levels, according to the placement of the level. If students are given reading assignments that lead to success, they will confidently carry out reading assignments that lead to success.

n. *The importance of encouragement to direct and monitor ourself in the reading process*
    Good readers direct their reading activities, make decisions to determine the appropriate approach to understanding the contents of the text, determine the reading speed, and determine the purpose of reading it. They have the ability to decide when they find it difficult to understand the content of a text and can take steps to remit reading difficulties.

Purpose of Reading

The purpose of reading in general is to be able to read and understand short texts fluently or speak a few simple sentences and make students able to read poetry, understand ideas, the ability to grasp meaning in full reading, whether in the form of free text, narrative, prose or poetry concluded in a written or unwritten work.

In addition to some of the reading objectives that have been stated above, there are also several other reading objectives that are closely related to meaning, including: Reading to get details or facts, reading to get main ideas, reading to find out the order or arrangement, story organization, reading to conclude, reading to classify or classify, reading to judge or evaluate, reading to contrast or contrast.

Evaluation

Multiple Choice

1. Reading is to vocalize…
    a. Written Text
    b. Organization
    c. Movie
    d. Native Speaker
2. How many principles in Barns theory about teaching reading?
    a. 10
    b. 11
    c. 12
    d. 14
3. How many language skills are?
    a. 6
    b. 5
    c. 4
    d. 3

4. Output of reading in language skill is?
   a. Writing
   b. Listening
   c. Speaking
   d. Sensing
5. This is techniques of reading, except..
   a. Scanning
   b. Skimming
   c. Detailed reading
   d. Crossing
6. Listening, Speaking, Reading, and writing are … skills
   a. Students
   b. Language
   c. Education
   d. Learning
7. From reading we can understand, *except…*
   a. Main Idea
   b. Summary
   c. Conclusion
   d. Pronunciation
8. According to Burns Principle. Reading is... process
   a. Short
   b. Fast
   c. Continuous
   d. Hard
9. How may aspect that related to the reading process?
   a. 7
   b. 8
   c. 9
   d. 10

10. From reading we can learn, Except..
    a. Make summary
    b. Argumentation text
    c. Public Speaking
    d. Conclude something

Essay
1. What is the definition of reading?
2. Write aspects related to the reading process in Burns principle?
3. Write purpose of reading ?
4. Why teacher should diagnose Students reading skills?
5. Why pleasure of reading should be considered as an important thing?

CONCEPT OF TEACHING WRITING

Definition of Writing

In teaching language, there are two forms, oral and written form. Writing is one skill that included into written form. And, the language components are grammar, pronunciation, and vocabulary. Wardani (2014) argues that writing is the most difficult skill among others in the sense of getting a good end result.

There are lots of opinions from experts about the definition of writing. According to Hyland (2003), writing is a result of writer's command which includes grammatical and lexical knowledge, and writing development is an outcome of imitating model which is provided by teacher. Writing is the result of grammatical knowledge that is realized in written form. Writing must be taught by the teacher by giving examples to students.

Nunan (2003) said writing is defined as a series of contrast physical and mental act. Both purpose are to conduct an express and impress in a process and writing is used for media to communicate feelings into written form. Understandable writing can make the reader gets the mean clearly. Kern (2000) stated writing is an imaginary world which learner can explore and design it. It is one of functional communication. Writing is an occupation, to express stories in books, novels or articles.

Raymond (1980) says that writing is a step to remember and think together. Writing will allow students to remember words, make them permanent memories and expand the memory more than they can contain and pronouncing it will create a box full of infinite vocabulary. Barnet and Stubbs (1989) explain that writing is a physical act, which requires energy and material. That means in writing, students are preparing themselves physically and energetically.

Cooper (1985) says writing is a mystery and a systematic process full of surprises. Writing can change the development of students to become potential thinkers and active learners.

A good writer is a writer who know the audience, can make a clearly and effectively communicating. It follows the influence of a good writing like grammatical, punctuation, vocabularies, and spelling knowledge.

From the explanation above, it can be conclude writing is a cultural change and the addition of memory, a long process, restricted by language components and also requires energy and time along with systematic surprises in its journey to tell stories from mind to papers.

Teaching Reading

Teaching is a part of event that supports internal learning process of the students. Teaching is inseparable from the learning process. Teaching is an activity that triggers the development of student learning. In education, a teacher is a facilitator who directs students in their learning process. Teaching Writing is an understanding systematic activities that include a proper guidance from teacher to students in the way of learning activities to learn written form of language and its components.

In its development, teaching is divided into two concepts, traditional and modern. The concept of traditional teaching is a teaching concept that is filled with instructional situations. The teacher gives the material to the students and explains it to them in front of the class. Then, students will do tasks such as questions and exams. And, the teacher tells the student or one of the students to read the textbook and be followed by all of the students. Meanwhile, the concept of modern teaching is the fulfillment of the knowledge and skills that students want as a result of hard work in learning. All of these are the result of systematic planning and objectives and in accordance with the psychological level, and have been planned in advance. These are some expert's views on teaching:

- Ryburn's view: "Teaching is a relationship that keeps the child to develop all his powers."
- Burton's view: "Teaching is the stimulation guidance, direction and encouragement of learning."
- Smith's view: "Teaching is a system of actions intended to produce learning."

From the explanation above, Teaching is a part of event that include relationship between teacher and student, the stimulation guidance, and an action to direct student to a proper way.

Evaluation

Multiple Choice

1. Why English language can not be denied?
   a. Because it is a traditional language
   b. Because it is a popular language
   c. Because it is an international language
   d. Because it is an easy language
2. In Indonesia, English was introduced at the school level..
   a. Kindergarten
   b. Elementary School
   c. Junior High School
   d. Senior High School
3. The following are not English skills...
   a. Writing
   b. Speaking
   c. Remembering
   d. Reading
4. These are Concept based from KBBI, except..
   a. Imaginary
   b. Opinions
   c. Processes
   d. Understanding

5. The following are experts who argue about the meaning of the concept, except..
   a. Soedjadi
   b. Bahri
   c. Singarimbun and Efendi
   d. Nunan
6. The following is the role of the teacher in traditional teaching, except..
   a. Educator
   b. Facilitator
   c. Instructor
   d. Preceptor
7. "Teaching is a relationship that keeps the child to develop all his powers." It based from..
   a. Ryburn
   b. Burton
   c. Smith
   d. Raymond
8. The following are the component of language, except..
   a. Grammar
   b. Pronunciation
   c. Vocabulary
   d. Linguistic
9. "Writing can change the development of students to become potential thinkers and active learners." The opinion is based from..
   a. Cooper
   b. Raymond
   c. Nunan
   d. Hyland

10. Grammatical, punctuation, vocabularies, and spelling knowledge are the influence of a good..
    a. Teaching
    b. Learning
    c. Reading
    d. Writing

Essay
1. What is the definition of Teaching of Writing?
2. Please give your opinion why we have to learn English!
3. Writing is the most hardest skill in English. Do you agree with that? If it is so why?
4. What can teachers do to trigger student's idea in writing?
5. There are two kinds of teaching, Traditional teaching and Modern teaching. Which do you prefer? Give a reason!

CONCEPT OF TEACHING SPEAKING

In living life, humans always interact and communicate with other people. they interact using language. In general, language is a person's skill in communicating with other people. In the context of language, speaking is one of the important things in conveying and expressing id, ideas, opinions and messages to others. Therefore, speaking is a person's way of conveying the meaning of speech by using correct and precise language and articulation so that the audience can understand the intent of the speaker.

Speaking is also used and applied in the teaching process at school. Teaching is an activity carried out by the teacher to convey information or learning material.With teaching activities, it is easier for teachers to encourage and shape students to learn to use correct and correct language and articulation. And also helps students to practice announcing a topic of conversation and learn to speak confidently. Therefore, the success of students is formed because the teacher can guide and train students well.

In carrying out teaching, teachers must also have principles in carrying out learning well. The formation of a principle, makes it easy for teachers to create students who are responsible, intelligent, and successful.

Definition of Speaking

Speaking is the process of conveying knowledge in expressing and generating ideas, opinions in communicating. And Speaking is an essential tool for communicating, thinking, expressing and opinions. Speaking is spoken language that is used as an effective learning tool. Because talking can create a broad mind, have broad insight.

Speaing is the use of language that is carried out by someone in expressing a meaning that can be understood by others. Speaking is an effective form of communication for students to have broad

insight and knowledge so that students can provide a good understanding to the interlocutor.

Speaking is a communication process in conveying something correctly by using a good tone and form of communication. Speaking is a process created in forming various meanings or meanings through verbal or non-verbal (in written form).

And Speaking is also a communication tool that is applied and used by the community in everyday life in the community or in the school environment.

The Purpose of Speaking

The purpose of speaking skills is to create students who can communicate both verbally and non-verbally (in writing). The purpose of speaking skills is also to create students to easily communicate fluently with interlocutors and also students can convey a meaning by using appropriate and correct language. Other purpose of speaking are:

* To teach and train students to easily speak and communicate with confidence.
* To teach and train students to speak using clear articulation of speech.
* To teach and train students to be responsible at speaking using appropriate and good language in a situation and condition.
* To teach and train students to be good listeners to the interlocutors.

Component of Speaking

In speaking, there are 5 components of speaking namely: Grammar, Vocabulary, Pronunciation, Fluency, and Comprehension.

a. Grammar

Grammar is the speaker's way of mastering grammar and designing every word and sentence correctly to create good communication that is easily understood by others.

b. **Vocabulary**

Vocabulary is an important component of language. Vocabulary is the selection and use of words that are used appropriately. By having a good vocabulary, someone is able to convey meanings and ideas both orally and in writing.

c. **Pronunciation**

Pronunciation is an important component of language too. Pronunciation is a person's way of pronouncing a language word that is good when communicating.

d. **Fluency**

Fluency is a person's way of expressing a language without thinking about difficult words, so that a person can easily communicate fluently.

e. **Comprehension**

Comprehension is a person's ability to understand all mana speakers. Comprehension is also a learning exercise to improve students' understanding in using language and communicating.

Definition of Teaching Speaking

Teaching Speaking is an important thing in the process of learning English in schools, because with teaching speaking the teacher creates learning methods to improve the speaking ability of students in conveying a meaning or communicating. Teaching speaking is the process of delivering information in conveying a meaning of communicating with others in using the correct language. And Teaching speaking is a learning process that teaches about aspects of language use. Teaching speaking is learning that encourages students to put forward ideas, opinions, thoughts, and others.

Principle of Teaching Speaking

Teaching speaking has several principles of teaching speaking, namely:

- The teacher must have a strategy and way of developing students' speaking skills. And also teachers must encourage students to improve fluency and accuracy in using the language they use.
- The teacher must provide direction and motivation to students so that students can be motivated to contribute at school and outside of school.
- The teacher must encourage students to train them in using the correct language by providing learning in different contexts of conversation.
- The teacher also provides feedback to students, so that students can train and learn more broadly. And train students to learn to understand the mistakes they find when communicating or talking with others.
- The teacher gives flexibility for students to learn to communicate verbally. Learn to start a conversation, change a subject, learn to find opinions and questions, and be able to maintain a conversation.

Evaluation
Multiple Choice
1. Speaking is the process of conveying knowledge in expressing and generating?
   a. Ideas
   b. Expression
   c. ethics
   d. Skills
2. Speaking is an essential tool for?
   a. Communicating
   b. Write
   c. Style
   d. Train

3. Which ones is not included in the Speaking component?
    a. Grammar
    b. Vocabulary
    c. Pronounciation
    d. Reading
4. " a person's way of expressing a language without thinking about difficult words" what is this definition?
    a. Vocabulary
    b. Compherension
    c. Fluency
    d. Grammar
5. How many goals of speaking ?
    a. 9
    b. 6
    c. 4
    d. 3
6. The goal of Speaking skills is to create students who can communicate well?
    a. Verbal and Non-verbal
    b. Communication
    c. Learn
    d. Knowledge
7. "Is the selection and use of words that are used appropriately" what is this definition?
    a. Listening
    b. Reading
    c. Vocabulary (Answer)
    d. Component
8. How many principles of teaching of speaking ?
    a. 4 principle
    b. 7 principle
    c. 3 principle
    d. 5 principle

9. "A learning process that teaches about aspects of language use". What is this definition?
   a. Teaching Speaking
   b. Principle of speaking
   c. Purposes of speaking
   d. Classroom in speaking
10. "Teach and train students to easily speak and communicate with confidence". what is this definition?
    a. Principle of Teaching Speaking
    b. Speaking
    c. Teaching Speaking
    d. Purposes of Speaking

Essay
1. What is the definition of Speaking?
2. What is the definition of Teaching Speaking?
3. What are the purpose of speaking?
4. What are the components of speaking?
5. Explain what are the principles in teaching speaking?

CONCEPT OF TEACHING LISTENING

English as an international language taught in schools around the world. The increasing use of English has made the language more deeply rooted in every society. Learning English is no less difficult than its use.

In fact, every individual experiences the same thing when learning English, from memorizing vocabulary, understanding grammer, and other language structures. Listening is our understanding in hearing English. Either directly or through the media. There are four aspects to English, namely listening, reading, speaking and writing.

Listening is not the same as listening. Listening in English is listening while listening is listening. Heard capture of sounds, sounds or non-language sounds and is done accidentally by humans.

Listening is also a kind of activity to catch sounds that are done seriously and done on purpose. Whereas listening is the same activity as listening. However, listening is done seriously paying close attention to what is said or read by the person who is hearing.

Definition of Listening

Listening is what we understand in listening to English. Either directly or through the media. There are four aspects to English, namely listening, reading, speaking and writing.

Listening is not the same as listening. Hearing in English hearing while listening is listening. Listening is the activity of capturing sounds, both language and non-language sounds and is done accidentally by humans.

Listening is also one of the activities to catch sound that is taken seriously and done on purpose. While listening is an activity that is almost the same as listening. However, listening is taken seriously while paying attention to what the people they are hearing are saying or reading.

Concept of Teaching Listening

In order for a goal in the listening stage to be achieved effectively and maximally, the teacher serves to implement three stages, as follows:

a.   *Pre-teaching (exploration)*

The stage of preparing students with material to be heard. This stage serves to seek as much knowledge or experience of students related to the material to be studied.

b.   *While teaching (elaboration)*

The stage of the listening material stage. This stage aims to help students understand the text they hear.

c.   *Post-teaching (confirmation)*

This stage aims to help students connect what they hear with their own ideas or experiences. From various studies that have been conducted by linguists, it can be seen that learning through listening is difficult. According to Underwood (1990: 15) there are several difficulties in listening that English learners can do, such as: the listener cannot control the speed at which the person delivering the message speaks, and they feel that the message conveyed is lost before they can understand the message, listeners do not have the opportunity to ask the speaker to repeat the conversation that was delivered, Limited vocabulary of the listener makes it difficult for listeners to understand the contents of the text, and even makes them bored, Inability to concentrate, for example with a noisy environment, concern about the difference between the material heard and the material provided by the teacher.

The principle of enhancing listening

There are five principles that must be considered in the process of improving children's listening skills, namely:

•   Expand visual material, for example with facial expressions, gestures, mimics and pictures

- Any spoken language input that is given must be pronounced clearly, slowly and clearly
- The concentration period of children is usually limited, so avoid giving too many activities
- Ensuring student understanding should be carried out when listening activities take place

Techniques for Teaching Listening

How to learn to listen to English in children is different from adults because children only have less vocabulary. Therefore, the teaching method is different, and the following is teaching listening to children:

a. Listen and imitate

The teacher will show a picture which will be pronounced with a clear pronounciate, then the students will imitate what the teacher said.

b. Listen and follow

The teacher will give an order to students then the students will carry out the orders given by the teacher. Example: "show you theeth" then the student will do it.

c. Whispering game

The teacher will whisper one of the English words to the designated student, then the student continues to whisper the word to his friends until the last person pronounces it loud and correctly.

d. Listen and match

Students are given a picture. For example, pictures of fruits. The teacher says then the students number the pictures. This activity can be done by sharing pictures with each student. Then the teacher said the name of the fruit. The student holding the picture of the fruit stands showing the picture.

Evaluation

Multiple Choice

1. How many several principles that must be considered in the process of improving children?
   a. 1
   b. 7
   c. 5
   d. 8

2. Teacher will show a picture which will be pronounced with a clear pronounciate, then the students will imitate what the teacher said, what name of this technique?
   a. Listen and Match
   b. Listen and Follow
   c. Listen and Imitate
   d. Listen and dance

3. True or false based on material above, "Listening is a receptive skill which is assumed as a difficult skill by many learners. Related to the concept of listening, it is important for language teachers"
   a. False
   b. True
   c. No right answer
   d. False

4. Based on the material above, how many techniques to teach listening?
   a. 4
   b. 8
   c. 2
   d. 1

5. In order for the objective of the listening stage to be achieved effectively and optimally, how many stages are there teachers implementing?
   a. Three
   b. Seven
   c. Eleven
   d. Twelve

6. True or false, "While teaching (elaboration), is the stage of the listening material stage. This stage aims to help students understand the text they hear"?
   a. False
   b. True
   c. True and False
   d. No right answer

7. The teacher will give an order to students then the students will carry out the orders given by the teacher. Example: "show you theeth" then the student will do it. What is the name of this technique?
   a. Listen and Follow
   b. Listen and match
   c. Whispering Gane
   d. Role play

8. Students are given a picture. For example, pictures of fruits. The teacher says then the students number the pictures. This activity can be done by sharing pictures with each student. Then the teacher said the name of the fruit. The student holding the picture of the fruit stands showing the picture. What is this technique name?
   a. Whispering Gane
   b. Listen and Follow
   c. Listen and Imitate
   d. Listen and sing

9. The teacher will whisper one of the English words to the designated student, then the student continues to whisper the word to his friends until the last person pronounces it loud and correctly. What is this technique name?
    a. Listen and Follow
    b. Whispering Game
    c. Listen and Imitate
    d. Listen and dance

Essay
1. Explain listening according to you!
2. There are several difficulties in listening that English learners can do, namely..
3. There are five principles that must be considered in the process of improving children's listening skills, namely?
4. How to learn to listen to English in children is different from adults because children only have less vocabulary?
5. According to Underwood (1990: 15) there are several difficulties in listening that English learners can do, namely?

CONCEPT OF TECHNIQUE

Definition of Technique

Before we get to know about the technique, we must first know about the concept first. New concept of education, in such a world, education cannot (and even should not) oppose change. The education water is getting boil wilder today than ever before in this world. The world is on the edge of knife. Education must join it. It should acknowledge the way that a broad modification of instructive practices is conceivable and unavoidable. The objectives of new occasions, new interest and new dreams require and schooling of such quality as never was envisioned in mankind's set of experiences. No big surprise another and exhaustive idea of schooling is arising. It is being understood that training is an idea logically included, mentally created and socially based. Schooling is being viewed as a utilitarian sociology which needs to reflect the social wonder and furthermore acquire changes that.

Out of sociological, psychological and philosophical bases of modern education there has arisen a number of significant trends in teaching and learning practices. We shall discuss the same now.

During the previous few decades, a feeling of progress and development invades instructive exercises in numerous pieces. This spirit is in part due to dissatisfaction-dissatisfaction with the irrelevance of much of curriculum, dissatisfaction with the poor means of communication and dissatisfaction with the old and stereotyped methods of teaching. A few thoughtful innovators and thousands of creative teachers, often far apart geographically seem almost to be joined in a common question for and instructional technology that is more and more satisfying to teachers and students. More of fresh air is being felt in the educational institutions. Significant modern trends are being noticed in educational institutions.

According to Dictionary.com A technique (technikí in Greek) is a technique for managing some responsibility or performing something. Your strategy for opening beverages may be to bend the top off with your teeth. Provided that this is true, your dental specialist better has a decent tooth-fix strategy. The thing method can likewise allude to somebody's ability with the basics of a specific assignment. There is an enormous semantic disarray in the utilization of such words as techniques, methodologies and procedures since they are utilized reciprocally in the instructive writing. Fundamentally, there are three methods of teach: transmission, inquiry and the combination of transmission and inquiry. By and large method or cycle to accomplish certain objectives. An educator follows certain methodologies approximating one of three techniques given previously. Techniques teaching are everyday exercises which the instructor may plan for a specific exercise. They may incorporate gathering conversations, venture, the utilization of a course reading or field stumbling.

An encouraging strategy can be idea of as a movement which influences the less fatty's encoding cycle, that is, the way the slenderer will become familiar with the ideal data, idea, speculation and/abilities. The procedure can be either understudy focused, for example, understudy made report or educator focused, for example, the talk. They can be dynamic or latent relying upon how they are utilized.

Most of the suggested techniques would require instructional materials to accomplish certain objectives. A fruitful learning experience not just relies upon cautious arranging, choosing of procedures, systems and a general strategy, yet in addition on choosing fitting instructional material. Basic assessment and choice of materials may positively affect inspiration and execution, moreover, the teacher should be familiar with the students' interests, achievement level, aptitudes, abilities, strengths, weaknesses, learning/working styles, knowledge base, developmental level, motivational values, cultural and community background.

The A fruitful learning experience not just relies upon cautious arranging, choosing of procedures, techniques and a general strategy, yet in addition on choosing fitting instructional material. Basic assessment and determination of materials may positively affect inspiration and execution.

The instructor should understand that bunch elements may decide the adequacy of the strategy, the procedures and the methods. A few strategies function admirably with a huge gathering; others don't. To accomplish destinations, the techniques, methodologies and procedures should be proper for those goals. Targets requiring more elevated levels of learning may not be achieved by a procedure which requires repetition memory work. The educator will at that point need to choose the reason for the procedure, the methods for correspondence and the favorable circumstances and drawbacks of the strategy. The teacher should realize that certain materials work well with certain techniques. He/she should consider availability, price, appropriateness, format, readability, accuracy, up-to-datedness, freedom from bias, practicality and comprehensiveness.

Kinds of Learning Techniques

a. *Debate*

The debate method is one of the most important learning methods to improve students' academic abilities. Teaching materials are selected and arranged into a package of pros and cons. Steps for implementation of the method:

- Students are divided into several groups and each group consists of people.
- Their groups, students (two people taking a proposition and two others in a contra position) debate about the assigned topic.
- Each group's report regarding both pro and con positions is provided to the teacher.

b. *Role Playing*

The Role-Playing method is a way of mastery of learning materials through developing students' imagination and appreciation. The advantages of the Role Playing method, such as:

- Involving all students to participate has the opportunity to advance their abilities in collaboration.
- Students are free to make decisions and express themselves completely.
- Games are easy inventions and can be used in different situations and times.
- The teacher can evaluate the understanding of each student through observations while playing the game.
- Games are fun learning experience

c. *Problem Solving*

The problem-solving method is the use of methods in learning activities by training students to face various problems, be it personal or individual problems or group problems to be solved alone or collectively. The advantages of problem-solving methods, as follows:

- Train students to design an invention.
- Think and act creatively.
- Realistically solve the problem at hand
- Identify and conduct investigations.
- Interpret and evaluate observations.
- Stimulate the development of students' thinking progress to solve the problems faced appropriately.
- Can make school education more relevant to life, especially the world of work.

The weaknesses of problem-solving methods are as follows:

- Some subjects are very difficult to apply this method. For example, limited laboratory equipment makes it difficult for students to see and observe and finally can conclude the event or concept.

- Requires a longer time allocation compared to other learning methods.

d. *Problem-Based Learning*

Problem Based Instruction (PBI) focuses on life problems that are meaningful to students, the role of the teacher in presenting problems, asking questions, and facilitating inquiry and dialogue. Steps of doing Problem-Based Learning, such as:

- The teacher explains the learning objectives. Describe the logistics required. Motivate students to engage in selected problem-solving activities.
- The teacher helps students define and organize learning tasks related to the problem (assigning topics, assignments, schedules, etc.)
- Teachers encourage students to collect appropriate information, carry out experiments to get explanations and problem solving, data collection, hypotheses, problem-solving.
- The teacher assists students in planning and preparing appropriate work such as reports and helps them share assignments with friends.
- The teacher helps students to reflect or evaluate their investigations and processes they use.

Evaluation

Multiple Choice

1. What is the other name of techniques?
    a. Tehniku
    b. Techniik
    c. Teknik
    d. Technikí

2. Why the factor of A successful learning experience ?
   a. Selecting appropriate instructional material, technique and strategies.
   b. Selecting appropriate instructional method.
   c. Selecting appropriate instructional techniques.
   d. Selecting appropriate instructional book.
3. A way to do some work or task?
   a. Techniques
   b. Method
   c. World
   d. Word
4. Most of the suggested techniques would require instructional materials to accomplish?
   a. Curtain method
   b. Curtain object
   c. Curtain techniques
   d. Curtain sample
5. The actual association of the study hall is additionally and affecting element on the achievement of an?
   a. Activity
   b. Research
   c. Investigation
   d. Case
6. A comprehensive concept education is ?
   a. Emergingg
   b. Proposal
   c. Working
   d. Imagine
7. There are three methods of teaching, what are the methods
   a. Internal, external and a combination the methodology.
   b. transmission, inquiry and a combination the methodology.
   c. Endogen, exogen and a combination the methodology.
   d. Active, passive and a combination the methodology.

8. Education is being considered a functional social and bring changes in that ?
   a. Phenomenon
   b. Art
   c. Phoneme
   d. Brain
9. Techniques of teaching are the daily activities and teacher may design for ?
   a. A Particular problem
   b. A Particular case
   c. A Particular lesson
   d. A Particular Phenomenon

Essay

1. What is a technique?
2. What is teaching technique?
3. In your opinion what is the important thing in teaching?
4. Why teacher must realize with dynamic group?
5. In your opinionWhat is the key of successful learning experience?

CONCEPT OF METHOD

Teaching and learning are a process of interaction between stu dents and teachers regarding the transfer of knowledge of values and attitudes in educational activities in the classroom. The teacher's role is very large in conveying knowledge to students, training character, guiding, educating, teaching, evaluating, assessing, and directing students. In teaching and learning, a method is needed in order to direct learning well. The method is a systematic and orderly process carried out by educators in delivering material for students to achieve learning goals.

With this method, it is hoped that the teaching and learning process can run well. Therefore, educators must be able to learn learning methods. This needs to be done in order to make students more enthusiastic in participating in learning activities in class. By using the right method, the teacher can make students not easily feel bored or bored in the classroom and there are many benefits that can be felt when an educator uses systematic learning methods in teaching and learning process.

On this day and age, there have been many methods that have been developed and used in every school. There are also many innovations from teachers who develop these methods, and are adapted to developments in science and technology. Teachers must be smart and selective in choosing the method that will be used for teaching and learning activities that the process will run well.

There are several kinds of methods that teachers use for learning. Geoffrey stated that learning methods is a term of process that teachers had chosen as the tools to transfer the knowledge and skill toward learners. Also, according to Xiao (2006) how the way preferences, authority in class, and attitude towards students could deliver the essential information for learners' sight.

These days the world evolves so fast, that goes along with the education field. Teacher-centered was a popular method back then, as the time went by, teachers must be more creative and thoughtful over choosing the teaching method. English teaching in Indonesia already got one step closer, we no longer use a teacher-centered approach, but we use a student-centered approach, (Indrianti, 2012; Lestari & Widjajakusumah, 2009).

Learning Method

According to T.E Dorgu (2016), it could be simply said that learning methods is a maneuver in the teaching process that supposed to be used in order to facilitate the learners' satisfaction over teaching and learning process. Dorgu also stated that different choices of learning methods could affect the result of the learning outcomes from the learners. Awotua-Efebo (2001) declared that the interaction between the two parties, learner and teacher, depends on how teachers assume responsibility to make a change to the learner. According to Richards and Rogers method is divided into approach, design, and procedure. The appropriateness of using a method will show the functional strategy in learning activities and the success of the teaching and learning process.

From this statement we can assume that the learning method is the media for teachers and learners could get and give each other's needs in teaching and learning process, for the expected feedback. The result of learners after the learning process depends on creativity and skills that teachers applied during the process. The way how teachers could make the class interactive and more alive instead of focusing on one way and left the learners lost their focus and interest in the learning process.

Types of Method

There are several types of methods in language teaching:

a. **_Grammar-Translation Method_**

Grammar-Translation Method is a way of learning grammar by approaching the language first through grammar rules with detailed analysis and followed by the application of this knowledge to the task of translating sentences in the target language. Based on Brown (2007: 18), this method focuses on grammatical rules, text translation, memorizing vocabulary, and written exercises. This method only teaches the target language and does not teach how to communicate with the target language. The Grammar-Translation Method is still widely practiced in many educational contexts and is widely used in some parts of the world. This method has no theory and no advocate. The principles characteristics of the Grammar-Translation Method are:

- Studying a language for the benefit and intellectual development and reading the literature resulting from the study of foreign languages.
- Writing and reading is the main focus of the Grammar-Translation Method.
- The vocabulary list in the Grammar-Translation text is displayed along with the translation in the form of a separate word list based on the reading text used.
- Grammar-Translation Method grammar is taught deductively.
- §Grammar rules are displayed and illustrated, translation exercises are defined, and words are taught through dictionaries, bilingual words and memorization.

The advantage of this Grammar-Translation Method is to develop students' skills and abilities in reading, writing and translating foreign languages. The disadvantage of this Grammar-Translation Method is that it focuses too much on reading and writing skills, so this method ignores listening and speaking skills.

b. **Direct Method**

Direct Method is also known as 'Natural Method'. Direct Method is a language teaching method that uses the target language, without using the mother tongue. When teachers communicate with students, they only use the target language without translation or use their mother tongue, and grammar is not taught explicitly but implicitly. The more often students use the target language, the more fluent students will be and master the target language. Direct Method is one of the methods that is classified as Teacher-Centered Learning in which teachers use the language in the classroom the most or play a role rather than students. The vocabulary taught in this method is explained through the use of pictures, demonstrations, pantomime, and flashcards. Richards and Rodgers (1986: 9-10) summarize the main principles of the Direct Method including inductively taught grammar, oral communication skills built into carefully regulated developments, vocabulary taught using everyday sentences and taught through demonstrations, objects, images, and association of ideas. The advantage of this Direct Method is that students are motivated to be able to pronounce and understand the words of sentences in foreign languages taught by the teacher. The disadvantages of the Direct Method are that teaching can be passive because the teacher plays a lot of role in this method and students do not understand what the teacher is saying because the teacher only uses the target language without being translated into the child's language or their mother tongue.

c. **Audio-Lingual Method**

Audio Lingual Method is a language teaching method that emphasizes verbal communication or an oral approach, namely listening and speaking before reading and writing. This method has many similarities with the Direct Method, but the Audio-Lingual Method focuses on implementing the target language grammar and using grammatical sentence patterns. According

to Brown (2001, p.23), Audio-Lingual Method is firmly based on linguistic and psychological theory. The exercises carried out in this method are in many forms of drilling, repeating, copying, imitating, and memorizing. One example of Audio-Lingual activities is presented in a variety of dialogues, where students have to listen, repeat and memorize. By repeating and memorizing the entire dialogue or certain sections, the student must emphasize the correct intonation, pronunciation, rhythm and stress. The advantage of this Audio-Lingual Method is that with drill or repetitive exercises, it will make students trained in learning the language because repeated practice makes perfect. The disadvantage of this Audio-Lingual Method is that the pattern is repeated over and over again, which can make students feel bored and bored in learning.

d. **_Teacher-Centered Learning_**

In this method, teacher-centered learning, that means teachers hold the main role over the learning process. The center of the learning process is based on the teachers. A concept of strict text-book and correct or wrong answer is commonly used on this method because teachers become the only one source of the learning process. The class could be so passive, because learners are supposed to listen and accept the information of one-way communication, instead of building the circumstance that makes both teachers and learners state their own knowledge and perspective towards the topics they are into. According to Acat & Dönmez (2009), this teacher-centered method is particularly used textbooks and tended to focus only at the grammar as the standard. Teacher-centered may suitable for the large class intention, along with the plus and minus of this method. However, the teachers take the dominant role during the class, and that concept slowly but surely getting replaced with the new one where learners could explore more than just accepting what teachers said through the learning process.

e. ***Student-Centered Learning***

Student-centered learning becomes popular nowadays, as the era is getting modern day by day along with the mindset among of the education field. Even Zohrabi, et al. (2012) stated that this method learning method is quite reaching its popularity, because in this method approach is focused on the learner's activities indicator during and after the learning process. According to Acat & Dönmez (2009), this method is more effective to be used for both teachers and learners, because of the flexibility over the sources during the process. In Student-Centered Learning, teacher is not set up as the main role of the learning process, but only a facilitator for the learners to check across the information they have. Zohrabi, et al., (2012) stated with this method the learners able to learn by themselves, in pairs, or even groups. There are several activities that can be applied in this process, which can bring benefits to teachers and students, as stated by Nagaraju (2013). This method provides free learning management to learners, or it can be said that learners can maintain their own studies independent of the teacher. The learners are expected to be the active participants during the process instead of being all silence and passive. If the learners need any helps or even get lost while the learning process, that is the role of the teachers to guide them back.

Evaluation

Multiple Choice

1. Learning methods is…
    a. A thing to check score accuracy
    b. A communication between learners and teachers
    c. The visualization of education program
    d. A tool to facilitate teachers and learners to be good in the learning process

2. Direct Method is one of the methods that is classified as…
   a. High Tech Approach to Learning
   b. Teacher-Centered Learning
   c. Student-Centered Learning
   d. Low Tech Approach to Learning
3. The main focus of the Grammar-Translation Method is…
   a. Writing and reading
   b. Reading and speaking
   c. Writing and listening
   d. Speaking and reading
4. Audio-Lingual Method is firmly based on linguistic and…
   a. Psychological theory
   b. Biological theory
   c. Ideological theory
   d. Technological theory
5. Grammar in Grammar-Translation Method is taught…
   a. Inductively
   b. Deductively
   c. Conductively
   d. Actively
6. Grammar in Direct Method is taught…
   a. Actively
   b. Conductively
   c. Deductively
   d. Inductively
7. Audio Lingual Method is a language teaching method that emphasizes…
   a. Verbal-nonverbal communication
   b. Nonverbal communication
   c. Verbal communication
   d. Nonverbal-verbal communication

8. The main role in Teacher-Centered Learning is…
    a. Teachers
    b. Students
    c. Writers
    d. Producers
9. Learning methods that focusing on learner is…
    a. Teacher-Centered Learning
    b. High Tech Approach to Learning
    c. Low Tech Approach to Learning
    d. Student-Centered Learning
10. Why is the student-centered learning method being more flexible?
    a. Because the teacher is the main source of knowledge
    b. Because teachers could do anything
    c. Because students are the main center during the learning process
    d. Because students do nothing

Essay
1. What is learning method?
2. What is Grammar-Translation Method?
3. What is Direct Method?
4. What is teacher-centered learning?
5. What is student-centered learning?

CONCEPT OF APPROACHES

Concept is a series of statements, ideas that are interrelated about different events or incidents and become the basis or guideline for conducting research. Approach can be interpreted as how to start learning. Approach implies a set of suspicions around the way of educating and learning. Approach means a starting point in looking at something, a philosophy, or belief which is sometimes difficult to prove. This approach is axiomatic. Axiomatic means that the correct of the theory used is no longer in question. The learning approach can be deciphered as a beginning point or our point of see towards the learning prepare, which alludes to the see of the even of a prepare that's still exceptionally common in nature, in which it obliges, motivates, fortifies, and supports learning strategies with certain hypothetical scope. The learning approach is a view or point of view in the form of an initial plan to determine the implementation of the learning process in applying treatment (classroom action) to be used in teaching and learning activities.

Concept of Learning Approach

The learning approach is a point of see within the shape of an beginning arrange to decide the usage of the learning prepare in applying taking care of (lesson activity) to be utilized in instructing and learning exercises in lesson. This learning approach will make it easier for teachers to see every student's behavior in class. this approach will make student behavior even better, because the teacher will continue to evaluate each teaching-learning process in the classroom. The learning approach can also be interpreted as a path that will be taken by teachers and students to achieve learning goals. The learning approach is also a teacher activity in choosing learning activities. Namely a system to facilitate the implementation of the learning process and to teach students to help achieve predetermined

goals. Not only that, the learning approach is also useful to make it easier and at the same time clarify for teachers in providing learning services. The learning approach also makes it easier for students to understand the material presented by the teacher, by maintaining a pleasant learning atmosphere.

Function of Learning Approach

The function of the approach to learning are:
- As a general guideline in preparing the steps for the learning methods to be used.
- Provide reference lines for learning design.
- Assessing the learning outcomes that have been achieved.
- Mendiaknosis of learning problems that arise, and
- Assessing the results of research and development that has been implemented.

Types of Concept Approach

a. **Teacher Centered Approach**

In this approach, teacher-centered learning as an expert in control during the learning process in the aspects of organization, material, and time. The teacher acts as an expert who expresses his experience so that it can stimulate student development. Teachers become their second parents who see the development of the learning process in the classroom. The teacher-centered approach derives several strategies such as: direct learning (direct instruction), and deductive learning or expository learning.

b. **Student Centered Approach**

The student centered approach encourages students to do something as a practical experience and builds meaning on the experiences they get. The learning center is handed over directly to students under the supervision of the teacher. Student-centered learning approaches derive learning strategies such as discovery learning and inquiry (disclosure or inquiry).

Kinds of Approach for the Classroom

a. *Contextual Approach*

Contextual Approach In this setting, understudies have to be get it what learning implies, its benefits, in what status they are and how to realize it. With this students will realize that what they learn is valuable for later life. So, it'll make them position themselves who require a arrangement that's valuable for their life afterward and understudies will attempt to realize it. The relevant approach is an approach that makes a difference instructors connect the fabric they instruct with students' real-world circumstances and empowers understudies to create associations between their information and its application in their lives as family and community individuals. The relevant approach itself is carried out by including components of viable learning components, to be specific constructivism, inquiring, finding, learning society, modeling, reflection, real assessment.

b. *Construtivism Approach*

The constructivism approach is an approach to learning that emphasizes the level of understudy inventiveness in channeling modern thoughts that can be required for understudy self-development based on information. The teacher's role is only as a guide and teacher in learning activities. Because of that, teachers prioritize student activeness and provide opportunities for students to channel new ideas according to the material presented to improve student abilities personally. So the constructivist approach is learning that prioritizes direct experience and student involvement in learning activities.

c. *Deductive Approach*

Deductive approach is an approach that employments rationale to draw one or more conclusions based on a set of premises given. In a complex deductive framework, analysts can draw more than one conclusion. Learning with a deductive approach is some of the time frequently called conventional learning,

where the instructor begins with speculations and moves to the application of hypothesis. Within the field of science, there are endeavors to undertake modern learning and points that display a system of information, show hypotheses and equations with small consideration to students' fundamental information, and have small or no association with their encounters. Learning with a deductive approach emphasizes the instructor exchanging data or knowledge.

d. *Inductive Approach*

Different the deductive approach which concludes problems from general things, the inductive approach concludes the problem from specific things. Inductive methods are often described as drawing conclusions from something general to something specific. The inductive approach emphasizes prior observations, then draws conclusions based on those observations. This method is often referred to as an approach to drawing conclusions from specific to general. The inductive approach is a reasoning process that starts from a special state to a general state.

e. *Concept Approach*

The conceptual approach is an approach that directs students to master the concept correctly in order to avoid misconceptions. A concept is a mental structure obtained from observation and experience. The concept approach is a teaching approach that directly presents the concept without giving students the opportunity to appreciate how the concept is obtained.

f. *Process Approach*

The process approach is a teaching approach that provides students the opportunity to experience the process of discovering or composing a concept as a process skill. The process approach is an approach that is oriented to the process not the results. In this approach, students are expected to really master the process. This approach is important for training

thinking or developing thinking skills and training students' psychomotor skills. In the process approach, students must also be able to illustrate or model and even conduct experiments. The learning evaluation that is assessed is a process that includes correctness of work methods, thoroughness, accuracy, tenacity at work and so on.

g. *Open - Ended Approach*

The "openness" nature of a issue is said to be misplaced on the off chance that there's only one way to reply the issue given or there's as it were one conceivable reply to the issue. An illustration of applying Open-Ended issues in learning exercises is when understudies are inquired to create distinctive strategies, strategies or approaches in replying a given issue, not arranged towards the ultimate reply (result).

h. *Scientific Approach*

The learning process in the 2013 Curriculum for all levels is carried out using a scientific approach. The learning process must touch three domains, namely attitudes, knowledge and skills. In the learning process based on a scientific approach, the realm of attitude takes the transformation of the substance or teaching material so that students know 'why'.

i. *Realistic Approach*

Realistic Mathematics Education (RME) was developed by Hans Frudenthal in the Netherlands. Realistic Mathematics Education (RME) is a teaching approach that starts from 'real' things for students, emphasizing the 'process of doing mathematics' skills,

j. *Approach to Science, Technology, and Society*

The Science, Technology and Society (STS) approach or the Science, Technology and Society (STM) approach is a combination of conceptual approaches, process skills, CBSA, inquiry and discussion as well as environmental approaches.

Evaluation

Multiple Choice

1. The educational approach may be anchored within the philosophical and instructive teaching and learning strategies. This sentence stated by..
    a. Anthony (1963)
    b. Dart & et al. (2000)
    c. B.S. Bloom
    d. Arvind (2017)
2. In teacher focused approach, the teacher…
    a. Take the control of the class
    b. Evaluating the learning process
    c. Ignoring students
    d. Make a new curriculum
3. These are the steps of RCEM Approach, except?
    a. Input
    b. Process
    c. Evaluation
    d. Output
4. The learner is like a clean slate, and all the knowledge is given from outside. This sentence refers to…
    a. Inductive and Deductive
    b. Curriculum Approach
    c. Student-centered Approach
    d. Theory of appreciative learning
5. Efficient growth of knowledge inside and outside of school is only possible if students have these things, except..
    a. Time
    b. skills
    c. guide
    d. control

Essay

1. In education systems, learners are expected to?
2. What is the definition of approach?
3. What do we need to do by using student-centered approach?
4. What is the deductive approach?
5. How does the curriculum developing?

CONCEPT OF
TEACHING INTEGRATED SKILLS

In a learning skill that is most important for someone to improve a skill contained in a learning thought, namely by continuing to hone and understand, students must be encouraged to continue to develop basic language skills such as listening, speaking, reading, and writing. which teaches about integrity that a tool that aims to help students in processing skills can be done with various things that can affect a thought that can increase students in doing something that can have a good impact. in activities processing skills contained in a lesson that is good to do must be learned first to train students' skills in learning skills.

Learning skills that contain a skill should continue to be developed in a lesson or learn from an experience contained in a thought, and learning a skill is not easy but with a strong belief and continuing to learn skills will appear by itself, a skill is something that is possible only obtained by certain people. And skills are also part of the skills that involve an activity that will be carried out by students by understanding, producing, manipulating, and interacting using good language. An integrated skill must emphasize a means or the most important of a language learning is an interaction where when doing a learning student must be given directions in advance to make students able to learn about the achievement of the message and its meaning.

Understanding Integrated Skill

Integrated skill is a view of the four language skills that are integrated (Brown, 2001: 233). The interactions carried out by students who use integrated skills show more natural attitudes and behaviors in the classroom and students will be motivated when learning in class (Oxford, 2001).

Skills cannot be learned if there is no interaction with other skills, students will have difficulty learning a foreign language. If the skills in the classroom are separated, this will reduce communication and make it impossible to create an authentic learning environment. (Adrabo, 2014)

Integrated skills emphasize that the most important means and ends of language learning are interaction. So, during learning, students must be given directions to communicate between messages and their meanings.

Types of Integrated Skills Teaching

a. Content based

Content-based integrated skills teaching is an alternative in the language learning process because it can be used to train students' skills in the language involved with activities that only focus on certain subjects.

b. Task based

Task-based integrated skills teaching is an activity that students will do by understanding, producing, manipulating, and interacting using authentic language. However, it is only temporary, which focuses on meaning rather than form (Nunan, 1989).

Four Skills Integration

To integrate four skills, namely listening, reading, speaking and writing skills. We divide it first for Receptive skills, namely for listening and reading, and for productive skills for speaking and writing. The way to integrate it we will combine Receptive and Productive skills using media. The example of four skill integration activity:

i.   This media is used for receptive skills (listening and reading)
     Steps:

- Make a circle
- Make one sentence according to what you learned in class on the small board
- Show the sentence to the students you choose
- §Then the student must whisper the sentence that has been determined to the student next to him
- Do the same until the last student is in the circle
- The final student will say the sentence he heard aloud
- Ask the first student if the sentence is correct and matches what is on the board.
- Written media

ii. This media is used for productive skills (speaking and writing) Steps:
- Create groups
- Distribute paper to each group
- Read cues to students and students should write sentences on paper
- Fold the paper and pass it to the other group on the right
- Each group must receive a new paper
- Each group opens the paper together
- Discuss and group representatives will retell the story on the paper without looking at the paper
- They have to discuss the best story.

Levels of Integrated Skills

a. *First Level*

It helps students to develop basic language skills in listening, speaking, reading and writing English. Students will learn the basic language to communicate using English.

b. *Second Level*

It helps students to be more confident so that they will communicate according to what they learn in class.

c. *Third Level*

It helps students to use skills in the basic language that have been learned and will add to a broader insight so that in difficult situations they will use their skills effectively.

d. *Fourth Level*

It helps students increase their knowledge in a more complex foreign language.

e. *Fifth Level*

It is a challenge for students to use language in an increasingly complex and complicated environment.

f. *Sixth Level*

It helps students in the process of perfecting in English. Students will know the roots in learning English.

Evaluation

Multiple Choice

1. How many types of integrated skills are there?
   a. 4
   b. 3
   c. 2
   d. 1

2. What are the types of integrated skills?
   a. Content and task based
   b. Verbally based content
   c. Based on written assignments
   d. All answers are wrong

3. In integrated skills there are four skills, except?
   a. Speaking, writing, listening and reading
   b. Speaking, listening, reading and painting
   c. Speaking, reading, writing and cooking
   d. Speaking, dancing, writing and reading

4. How many levels of integrated skills are there?
    a. 2
    b. 9
    c. 6
    d. 7
5. How many media do we need in the integration process?
    a. 5
    b. 4
    c. 2
    d. 1
6. What media are needed during the integration process?
    a. Oral and written media
    b. Oral media
    c. Writing media
    d. Writing media and paper media
7. The most important thing in learning skills according to Adrabo is?
    a. Style
    b. Interaction
    c. Discipline
    d. Pay attention
8. What is included in receptive skills?
    a. Speaking and reading
    b. Listening and reading
    c. Writing and speaking
    d. Listening and writing
9. What is included in productive skills?
    a. Writing and speaking
    b. Listening and speaking
    c. Reading and listening
    d. Writing and listening

10. "Helping students to be more confident so that they will communicate in accordance with what is learned in class" the sentence above is the meaning of?
    a. Level 1
    b. Level 2
    c. Level 3
    d. Level 4

Essay

1. What is Brown's integrated skill?
2. What is meant by the type of content-based integrated skills teaching?
3. What media are used to combine receptive and productive skills?
4. Name four skills that are included in the integrated skills?
5. How many levels are there in integrated skills?

CONCEPT OF LESSON PLAN/ LESSON PLANNING

Currently, the development of the world has put English as the only language of International relations. In that position, English is the language of Science and Technology; hence without the ability of using English someone will be having difficulties in the association of the world that increasingly open.

According to the concept above, it is very important to introduce English and educate people about it as soon as possible. 'As educators we will in general feel that instructing is about instructors and our function; indeed the main parts of the instructive cycle are the under-studies and what they realize.' This leads us to consider what we mean by 'learning'.

Definition of Lesson Planing

A lesson plan is formed for a specific set of learning during a class period. The class period may change long from one to four hours and furnishes students with guidance on aptitudes expected to achieve a goal from the unit plan. The exercise plan separates the unit plan into detail and is the bearing for the class time frame. Grown-up students acknowledge guidance that is all around arranged and need to know the target for the class time frame. Students need to understand what they will have the option to do when the class finishes and how it applies to their lives past the homeroom.

Composing a lesson plan requires contemplating the abilities to be instructed, the goals, timing, and systems for the class. This segment gives a clarification of how to compose an exercise and an example wellbeing exercise that lines up with the example wellbeing unit. Composing and actualizing an exercise plan takes practice and experience. It is essential to be an intelligent teacher as you sharpen your instructing abilities. In the Blank Forms area,

you will discover the unit plan structure, exercise plan structure, and a page for notes where you can jotdown perceptions, remarks, and reflections on your instructing experience.

Lesson plan is an educator's nitty gritty portrayal of the course of guidance or 'learning direction' for an exercise. An every day exercise plan is created by an educator to direct class learning. Subtleties may fluctuate contingent upon the inclination of the instructor, subject being covered, and the necessities of the understudies. There might be necessities commanded by the educational system with respect to the arrangement. An exercise plan is the instructor's guide for running the specific exercise, and it incorporates the objective(what the understudies should realize), how the objective will be reached(the technique, strategy) and a method of estimating how well the objective was reached (test, worksheets, schoolwork and so on).

The structure of lesson plan

Lesson plan is the teacher's guide of what understudies need to realize and how it will be done successfully during the class time. Before you plan your exercise, you will initially have to distinguish the learning targets for the class meeting. At that point, you can configuration proper learning exercises and create methodologies to get input on understudy learning. An effective exercise plan addresses and incorporates these three key segments:
- Objectives for student learning
- Teaching/learning activities
- Strategies to check student understanding

Indicating solid targets for understudy learning will assist you with deciding the sorts of instructing and learning exercises you will use in class, while those exercises will characterize how you will check whether the learning goals have been refined.

Outline Learning Objectives

The initial step is to figure out what you need understudies to learn and have the option to do toward the finish of class. To assist you with indicating your destinations for understudy learning, answer the accompanying inquiries:

- What is the topic of the lesson?
- What do I want students to learn?
- What do I want them to understand and be able to do at the end of class?
- What do I need them to gain from this specific exercise?

When you diagram the learning targets for the class meeting, rank them regarding their significance. This progression will set you up for overseeing class time and achieving the more significant learning targets on the off chance that you are in a hurry. Think about the accompanying inquiries:

- What are the most important concepts, ideas, or skills I want students to be able to grasp and apply?
- Why are they important?
- If I ran out of time, which ones could not be omitted?
- And conversely, which ones could I skip if pressed for time?

Develop the introduction

Since you have your learning goals arranged by their significance, plan the particular exercises you will use to get understudies to comprehend and apply what they have realized. Since you will have an assorted assemblage of understudies with various scholarly and individual encounters, they may effectively be acquainted with the subject. That is the reason you may begin with an inquiry or movement to check understudies' information regarding the matter or perhaps, their assumptions about it. For instance, you can take a straightforward survey: "What number of you have known about X? Lift your hand in the event that you have." You can likewise accumulate foundation data from your understudies before

class by sending understudies an electronic overview or requesting that they compose remarks on list cards. This extra data can help shape your presentation, learning exercises, and so on At the point when you have a thought of the understudies' experience with the subject, you will likewise know what to focus on.

Build up an inventive prologue to the subject to animate intrigue and energize thinking. You can utilize an assortment of ways to deal with draw in understudies (e.g., individual story, recorded occasion, provocative issue, true model, short video cut, handy application, testing question, and so forth) Think about the accompanying inquiries when arranging your presentation:

- How will I check whether students know anything about the topic or have any preconceived notions about it?
- What are some commonly held ideas (or possibly misconceptions) about this topic that students might be familiar with or might espouse?
- What will I do to introduce the topic?

Plan The Specific Learning Activities
(The Main Body of The Lesson)

Set up a few distinct methods of clarifying the material (genuine models, analogies, visuals, and so forth) to grab the eye of more understudies and appeal to various learning styles. As you plan your models and exercises, gauge how long you will spend on each. Work as expected for broadened clarification or conversation, yet additionally be set up to proceed onward rapidly to various applications or issues, and to recognize procedures that check for comprehension. These inquiries would help you plan the learning exercises you will utilize:

- What will I do to explain the topic?
- What will I do to illustrate the topic in a different way?
- How can I engage students in the topic?

- What are some relevant real-life examples, analogies, or situations that can help students understand the topic?
- What will students need to do to help them understand the topic better?

Plan to check for understanding

Since you have clarified the point and delineated it with various models, you need to check for understudy understanding – in what manner will you realize that understudies are learning? Consider explicit inquiries you can pose to understudies to check for comprehension, record them, and afterward reword them with the goal that you are set up to pose the inquiries in an unexpected way. Attempt to anticipate the appropriate responses your inquiries will produce. Settle on whether you need understudies to react orally or recorded as a hard copy. You can likewise ask yourself these inquiries:

- What questions will I ask students to check for understanding?
- What will I have students do to demonstrate that they are following?
- Going back to my list of learning objectives, what activity can I have students do to check whether each of those has been accomplished?

A significant technique that will likewise assist you with time the board is to envision understudies' inquiries. When arranging your exercise, choose what sorts of inquiries will be gainful for conversation and what questions may derail class. Consider and settle on the harmony between covering content (achieving your learning goals) and guaranteeing that understudies comprehend.

Develop a Conclusion and a Preview

Go over the material shrouded in class by summing up the primary concerns of the exercise. You can do this in various manners: you

can express the primary concerns yourself ("Today we discussed…"), you can request that an understudy assist you with summing up them, or you can even request all understudies to record on a piece from paper what they believe were the central matters of the exercise. You can audit the understudies' responses to check their comprehension of the subject and afterward clarify anything muddled the accompanying class. Finish up the exercise by summing up the central matters, yet in addition by reviewing the following exercise. How does the theme identify with the one that is coming? This review will prod understudies' advantage and assist them with interfacing the various thoughts inside a bigger setting.

Create a Realistic Timeline

It is so natural to use up all available time and not cover the entirety of the numerous focuses they had wanted to cover. A rundown of ten learning targets isn't sensible, so tight down your rundown to the a few key ideas, thoughts, or aptitudes you need understudies to learn. Educators additionally concur that they regularly need to change their exercise plan during class contingent upon what the understudies need. Your rundown of organized learning goals will help you settle on choices on the spot and change your exercise plan varying. Having extra models or elective exercises will likewise permit you to be adaptable. A reasonable timetable will mirror your adaptability and status to adjust to the particular homeroom climate. Here are a few systems for making a reasonable timetable:

- Estimate how much time each of the activities will take, then plan some extra time for each
- When you prepare your lesson plan, next to each activity indicate how much time you expect it will take
- Plan a few minutes at the end of class to answer any remaining questions and to sum up key points
- Plan an extra activity or discussion question in case you have time left

- Be flexible – be ready to adjust your lesson plan to students' needs and focus on what seems to be more productive rather than sticking to your original plan

The Importance of Lesson Plan

Each instructor is needed to set up an exercise plan since this is considered as guide for the day's exercises. Exercise arranging is significant on the grounds that it provides the educator a solid guidance of what she/he needs to take up for the afternoon. Exploration has indicated that understudy learning is connected to instructor arranging. One significant clarification is that when plan is prepared, instructors can zero in on its usage. At the point when educators don't need to ponder what they need to do next they can zero in on different pieces of the exercise.

Exercise arranging is significant in light of the fact that it assists instructors with guaranteeing that the everyday exercises that go on in their study halls are giving understudies a satisfactory degree of long – term progress toward the objectives sketched out in their extension and succession, just as their individual training plans when important. A compelling exercise plan incorporates a few components: learning targets, quality inquiries, supplies and exercises. It is critical to have the learning goals as a top priority on the grounds that those should drive the turn of events and usage of all exercises in the study hall. Quality inquiries will be requests that the educator intends to coordinate at the understudies throughout the exercise. Now and then these inquiries are way of talking in nature, however more regularly they are intended to help the understudy think at a more significant level than basic remembrance and perception. It is imperative to concoct an arrangement for evaluation to decide if the class has met its objectives. Exercise arranging is a complex yet basic piece of the instructing cycle that changes over the long haul as instructors acquire active experience.

Evaluation

Multiple Choice

1. When the lasson plan being used?
   a. At office
   b. At class
   c. At street
   d. At cafetaria

2. Who made lesson plan?
   a. Student
   b. Teacher
   c. Library staff
   d. Office boy

3. What the reason leason plan are made?
   a. For Student
   b. For Teacher
   c. For Liblart staff
   d. For Office boy

4. How long student usually study at school?
   a. 1 hour
   b. 2 hours
   c. 3 hours
   d. 4 hours

5. How much meeting in 1 semester?
   a. 10
   b. 12
   c. 14
   d. 16

6. How much time teacher usually greatings to student base on lesson plan
   a. 5 minute
   b. 7 minute
   c. 10 minute
   d. 15 minute

7. How much meeting in a weak for one study material?
    a. 1 meeting
    b. 2 meeting
    c. 3 meeting
    d. 4 meeting
8. How long a semester are?
    a. 4 month
    b. 5 month
    c. 6 month
    d. 7 month
9. How much home work for teacher can give to student
    a. 1 per material
    b. 2 per material
    c. 3 per material
    d. 4 per material
10. In a day, how long student study at school?
    a. 7 hours
    b. 8 hours
    c. 9 hours
    d. 10 hour

Essay
1. What is the requires to write a lesson plan?
2. What is the point of lesson plan
3. Is it important for teacher to have lesson plan?
4. How to make a good introduction?
5. What is the importent of lesson plan?

SECTION 2: PRINCIPLE

Language is the most fundamental thing in every sector for this example in language teaching and learning. The reality of studying english for students is to aim preparation for a test and rarely involve the objective of english as a communcative purpose. When english is served as a tool for developing communication, it is more interesting. In teaching EFL we must consider age variable of the learner, because the need in obtaining language of each lvel is different. Children, teens, and adults have their own way to obtain a new language. We should know their psychological development and as the teacher, it is our duty to motivate and teach them in positive learning environment. In overcome this problem teacher tries to examine the important principle in teaching EFL and indentify what factors that motivate them in learning new language.

PRINCIPLE OF LANGUAGE TEACHING AND LEARNING

Language is the tool that we used to have an interaction with other in everyday life. To make ourself understand with other people means, we need to understand each other about the language that we used. It's important for us to comprehend everything about language, especially about the principles of the language. Principles of language are the rule when we used a language. Diversity over people in this world are huge. We can see that from the sector we want to see. In this occasion we will discuss about the principle of English language in as foreign language, also our discussion direction will go to Teaching and Learning program. In teaching and learning program you'll need the principle of language to make easier your program. Without using a principle, your teaching and learning program would be like a good program without a validity vision.

Diversity over every sector in using of principle of language make each of principle different. In teaching and learning sector there are so many kind of principles that have a different sight about the principles. In this paper we will discuss principles from "Teaching by Principles" by H Douglas Brown. H. Douglas Brown came with a great idea to introduce us how to teaching students about foreign language with his principles. The ideas from his book are matched with the education circumstances problem right now.

Definition of Principle Of Teaching and Learning Language

According to Russel Swanbrug, Principle is a fundamental truth and the doctrine that underlying the idea. Principle is believed by many people who has agree with the idea. Teaching is all the activities when the teacher does in organizing and doing the best possible environment and connecting with the students so that the

learning process occurs, this definition is according to Nasution. Learning according to Skinner learning is a relationship between stimulus and response created through the behavior process. Meanwhile, Language according to Harimurti Kridalaksana, is the an abritary symbol system sounds that can be used and allowed for interact, work and identify together.

So we can conclude that Principle Of Teaching and Learning Language is a fundamental truth that used for activites when teachers give material to students to acquire language in teaching and learning program. All activities that related to teaching and learning program need a principle to make the vision more clearly. Without knowing the basic of principles, it will make us harder to determine the direction of learning. Especially learning about second language or foreign language. We need so basic fundamental to make our learning activity look more easier, because if we know basic fundamental our thought will systematicly comprehend the material.

The importance of principle of Language Teaching and Learning

In general, the meaning of principle itself is often used to intend any of general truth or guiding norm by which process carried on. Principles are the chief guides to create teaching and learning environment more effective and productive. For individual, a principle, when it is accepted, it presents in important ways to guide reflective thinking and choice of actions. In the education field, it becomes part of one's philosophy, when it is accepted which presents to determine and evaluate educational activities, aims, practices, and outcomes.

Kind of Principles in Language Teaching and Learning

Brown (2001) in Teaching by Principles (and Interactive Approach to Language Pedadogy, mentioned twelve principles about teaching

and learing language, that twelve principles are divided into three aspects. The aspects are: cognitive, affective, and linguistic.

a. Cognitive Principle

Cognitive is an aspect that pertains about mental and intellectual things from the students. There are five principles on this aspect, as follows:

i. Automaticity

This principle is using habituation ways to make the students can understand faster when studying a foreign language. Example of this principle is, when teacher often say about the foreign language when doing something, soon the students will understand automatically. Even though this principle needs a long time to make all students can understand the foreign language.

ii. Meaningful Learning

This principle will persuade students to remember the meaningful things in their life, and then teacher will linked it with the material that will be discussed in the class. Example: Teacher persuade the students to tell whats their favorite hobby, and then the teacher will discuss material related with the stories of students tell. This principle will fun if the teachers can ruin the class with good vibes, and another hand will be worst if teacher can't give the positive vibes when teaching.

iii. The Anticipation of Reward

In This principle Teachers needs to always giving the reward to students effort. The reward isn't always gift doesn't always be object. The reward can also be compliment or motivation words to make the students feel more passionate and proud with their efforts. Example: after the students can answer question give the students a compliment about their answer and about their braveness to answer it. But don't overwhelmed when giving complement, it will make the students complacent.

iv. *Intrinsic Motivation*

This principle teaches us how to make students feel happy with activites when studying. Afer they feel happy when studying, they will always got motivation to feel more better every day. So purpose in this principle is to make students comfortable and happy with the studying activities, after that they will got automaticly moodbooster from theirselves. The best motivation is from their inner self, so the teacher must find a way to make students feel happy when studying.

v. *Strategic Invesment*

This principle require teacher have a lot strategy when teaching the students. Students are always came with so different thought each other, also they have differents method to study. So the teacher need an improvement in every single teaching program. Teacher also need to take attention with every students, understand their characteristic. After teacher know each students character, it will be easier to analyze how the best method for every students when learning.

b. *Affective Principle*

Affective is an aspect that related to emotion and feeling. It's important to manage our emotion and feeling as good as possible when learning a language. It's because if we can control our emotion and feeling we can studying more seriously without worrying about any distraction that came from our mind. This aspect has a four principle.

i. *Language Ego*

This principle is refer to students who feel lost their identity when they studying foreign language. The students will build their new identity about the new language (how to think, act, and feel). Why? Because when we study abouy foreign language, we should learn about culture that fit with

language, and we as students must know it, if we didn't know it we will feel strange because other people will mock us, and then we will feel down. So in this case, teachers must support students whenever they make a mistake. Give the students good treatment and be patient.

ii. *Self Confidence*

This principle is persuade to more confidence when studying foreign language. Student must throw away the bad thought from their mind about their fear when studying new language. Students must believe that confidence will bring they to the sucessness, so don't be fear if have any mistake when studying new language.

iii. *Risk-Taking*

This principle is related with two principles before, language ego and self confidence. Students must have a braveness to do everything to improve their second language. Teachers must guides students to think that experience is the best teacher, so the students won't be fear when studying new language.

iv. *The Language-Culture Connection*

In human life, Language and Culture are two things that can't be separated. It is impossible to separate these things, because they have a complex connection between each other. So in this principle students must search a deep knowledge about culture from their foreign language to get more deeper into a foreign language that students been studying. Teachers in this principle should teach about cross-cultural and introduce the students about a picture of life condition in there.

c. *Linguistic Principle*

This aspect is focused to knowledge about language itself. In this principle students must be creative to choose the right words and sentence appropriate with the condition and situation. Teachers in this principle should help the students to teach how

choose the right language to use. There are three principles in this aspect, such as:

i. **The Native Language Effect**

This principle used to make student more easier to compare one language to another. If students know his native language well, then it would be easier to anylze the differences between their foreign language and native language. In this principle teachers must explain to the students that native language can facilitate their ways to understand foreign language. Teachers must emphasize that it's better to understand direct meaning from their foreign language than translate it from their native-language.

ii. **Inter-language**

This principle give us information about there is differences between one language to others, the language isn't always have a same meaning when we translate it. The effect of culture can causes the differences in language. In this principle teachers must notice and inform the students if there is any mistake when using a foreign language.

iii. **Communicative Competence**

This principle told the students to remember that the aim of understand foreign language is when the students have a good competence when communicate with a foreign language. Teacher in this principle should help students to set up their mindset about this and advise don't take too very serious about grammar when using a language to communicate, because there is a place how to using a formal and informal language. The most important is the listener and speakers understand each other.

d. **Automaticity Principle**

Children often acquire language from the environment. In the beginning children listen and observe others who often use a language and without realizing what they hear and observe it

will enter into them. When they are ready to use that then they will implement from what they hear or observe. Children are often spontaneous about what they are talking about, in which case, they use language automatically without fear of making mistakes.

e. **_Meaningful Learning Principle_**

The process in learning has the same meaning as the information processing method which states that the student processes information, pays attention, and develops ways related to the information. It can be saidt, this method is the thought process. (Santrock: 2007).

f. **_The Aniticpation of Reward Principle_**

People generally expect a certain "reward" in doing something. they do so because they have intentions and intentions. In learning, rewards become a way for students to be enthusiastic in learning, only when the teacher no longer does so, the motivation of the students will be reduced. If students do not have the motivation to learn, of course the expected goals will not be achieved.

g. **_Intrinsic Motivation Principle_**

Intrinsic motivation can be interpreted as an internal motivation to do something for the sake of itself. If the students has this kind of thing, then without expecting anything from the teacher the students themself continues to learn. or even say they don't need teachers anymore. Therefore, teachers have a role in dealing with each student with high intrinsic motivation, one of which is by figuring out what underlies the student's intrinsic motivation.

h. **_Strategic Investment_**

Success in mastering a second language or foreign language is found in the "investment" of language learners on 3 things namely time, effort, and attention. Each student has his own way of sending and receiving a language. The role of the teacher in this

case gives the same attention to each student with the intention of adjusting the learning activities to the needs of the students.

i. **Affective Principles**

These principles are characterized by a large proprotion of emotional involvement, such as: Language Ego Principle (explains about when people learn to use a second language, then they expand a second identity (way of how they think, feel, and act) related to the second language they use), Risk Taking Principle (this principle is useful to grow the courage of students not to be afraid to use the target language. This principle suggests that students are accustomed to taking risks in using their language without fear of doing wrong).

j. **The Language Culture Connection Principle**

This point explains the conection between language and culture. In everyday life, these two things are inseparable because the language itself belongs to the culture, so this becomes important in the effort to understand the second language.

k. **Linguistic Principles**

These categories focuses on the language itself and the learner's understanding of the linguistic system.

l. **The Native Language Effect Principle**

This principle tells tha how important the student's mother language is in the effort to learn a second language because the student's native language exerts a considerable influence on the acquisition of the language system. This influence has the nature of supporting or interfering with the process of creating and understanding new languages, and it turns out that the effects that occur are even more disruptive and it tends to be more prominent..

m. **Interlanguage Principle**

This sectioon emphasizes the effect of language forms on other languages. In learning a second language is more likely to gain influence from the forms of the language first as they try to possess a second language.

n. *Communicative Competene Principle*

Communicative goals will be achieved well by using language not only for the purpose of accuracy but also for fluency and its use in everyday life.

The Approach in Teaching Across Age Levels

According to Brown (1994) he divided the age of second or foreign language learners into three age groups: children, teens, and adults. He mentioned that the difference between children and adults is puberty, while the group of teenagers he categorizes as a transition period from children to adults.

Basically, children learn a second language in a way that the learner doesn't realize. Language exercises performed by children will be more inherent both cognitively and affectively so that it will be easier to master a second language as well as master the first language. The difference between children and adults (other than puberty) is that they are more spontaneous towards language. As for adults, be more careful and pay more attention to the form of language.

Adults are basically able to learn a broader vocabulary than children. They can take advantage of deduction techniques in learning the structure of language and other linguistic concepts. In classroom learning, the intellectual abilities of adults will be very helpful in learning the language compared to children. So, children actually have difficulty in learning a second language compared to adults

Language teaching to school-age children actually requires special abilities and intuition so that it is different from teaching to adults, such as: Language Development, More Attention Span, Sensory Input, Affective Factors, and Authenticity and Meaning.

The implementation of Principle Teaching and Learning Language in School Program

The material on previous indicator has explain what is the definition and what kind of principle in teaching and learning program. Those

principles are very useful for us who want learning about foreign language. The principles that matched with every grade in school program divided into:

a. **Kindergarten and Elementary School**

The most relatable principle in this grade are Cognitive aspect. Because we all know these aspect have a principle that relatable to characteristic from Kindergarten and Elementary School. When they're studying about this principle it will be so good because they will got a material that help they to improving the mental and intellectual for studying foreign language.

b. **Junior High School**

At this age, students want to explore as much as they want. They are trying to finding their identity. So the most suitable aspect for this grade is Affective aspect. This aspect can teach the students how to explore and study with finding the identity.

c. **Senior High School**

The most effective aspect for this grade is Linguistic Aspect. After the students learning about Cognitive and Affective aspect clearly, Linguistic aspect is the right answer for it. In this grade the students can analyze the right language to used, because they have a critical thinking skill.

Evaluation

Multiple Choice

1. In this below which one is not included in the Principle of Language and Teaching?
   a. Cognitive
   b. Affective
   c. Linguistic
   d. Sensory

2. Cognitive Principles focus on?
   a. Mental and Intelectual
   b. Emotional
   c. Feeling
   d. Linguistic
3. Affective Principles talk about?
   a. Thought
   b. Emotional
   c. Grammar
   d. Writing
4. Which is included in the cognitive principles?
   a. Risk Taking
   b. Interlanguage
   c. Native
   d. Automaticity
5. Linguistic Principles explain about?
   a. Automaticty
   b. Meaning
   c. Linguistic
   d. Mental
6. Which Principles are focusing on mother language?
   a. Risk Taking Principle
   b. Interlanguage Principle
   c. The native language effect principle
   d. Communicative competence principle
7. What category that Brown explain in teaching foreign language?
   a. Age
   b. Country
   c. Etnic
   d. Status

8. What are special abilities that should require in teaching teens, *except*?
    a. Language Development
    b. Sensoy Input
    c. Affective Factors
    d. Cognitive Factors
9. In language culture connection principle, this principle focus on relation between language and....
    a. Culture
    b. Habit
    c. Region
    d. Country
10. This principle is useful to grow the courage of students not to be afraid to use the target language, this is the meaning of.....
    a. Risk taking Principle
    b. Language Culture Connection
    c. Language Ego principle
    d. Strategic Investment Principle

Essay
1. Is it important or not to understand about Pinciple of Language Teaching and Learning? Why?
2. Explain about brown theory in teaching across age level!
3. Mention about kind of Affective Principles!
4. How is the method of teaching adults?
5. What is the difference between adult and childrean in learning second language?

PRINCIPLE OF LEARNING STYLES

Diversity over students' uniqueness of learning is so notice able in today's world. These diversities are setting a setback over the learning process in our today's world. That happens because of the same method that teacher still applies over the different students.

In order to overcome this problem, teacher nowadays must update their method of teaching by introducing theories of different learning styles that students are matched into. The theories mentioned before is the Theory that was written by Neil D. Fleming, a New-Zealander teacher and professor.

Neil D. Fleming came with a model called VARK, which will bring new sights to teacher on different learning styles that each student had for themselves and would stop on generalizing teaching method to all students. Instead, teacher will choose the best way to teach according to the students' need based on this VARK model.

Definition of Learning Styles

According to Frank Romanelli, Eleanora Bird and Melody Ryan, Learning Style is characteristic cognitive, effective, and psychosocial behaviors that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment.

There are many versions about Learning Styles but the most common ones are the VARK Learning Styles which consists of Visual, Auditory, Reading/Writing preference and Kinesthetic. These versions are considered beneficial if your curriculum is leaning towards these learning style but it depends on your students' learning styles. If your students' learning styles is aligned with the chosen learning styles in your curriculum then it is possible to gain benefits but if it is not aligned with your curriculum, you would not gain benefits for that particular students' learning.

Kinds of Learning Styles

a. Auditory Learning Styles

According to Uno (2010), Auditory Learning Style is a learning style that controls the hearing to be able to understand and remember information. According to Sutikno (2013), Auditory Learning Style is the learning style that relies heavily on using ears to listen the materials. According to Utomo and Windarto (2012), Auditory Learning Style is the method of learning that use ear as the tools of information absorber. From all of that three experts', I conclude that Auditory learning style is the learning style that uses Auditory as its primary tools on gathering information. People who leaned into Auditory Learning Styles technique are much more efficient and effective when learning by verbal discussions, lecture, and would digest meaning easily through voice such as tapes or direct lecture.

According to Western Governors University, learners that use Auditory Learning skills will be likely to have these characteristics in their learning, such as:

- ***Great memorization skills for spoken information***
  Memorization skills of Auditory Learners are exceptional when the information given is spoken rather than written. They will use their ears to listen and will store information effectively than other learner types.

- ***Able to understand and process changes in tone***
  Auditory learners will have more sensitivity in sounds learning. That makes them much effective when learning is accompanied by sounds. They could be talented in music or even sensing tone changes in someone's voice.

- ***Distracted by background noises***
  Auditory learners seem to focus on sounds than other learners and that will be affected if there are more than one voice colliding each other resulting in background noises that interferes with the voice that were actually storing information.

- **Solid communication abilities**
  Auditory learners will be able to have solid communication abilities. It means that when they are learning they would be likely to speak and able to receive information flawlessly, creating solid communication skills that could be the learners' strength.
- **Good ability to read aloud and retain information**
  Because of their abilities to retain information from hearing or Auditory. Learners would read aloud and hear their own thoughts, resulting in better understanding about what they had read before. Therefore, creating a good ability to retain on what they had read.
- **Distracted by silence**
  Auditory learners will be disturbed by silence as they are much more comfortable with noises around them. That is for the reason that their sole effective information absorber are their ears and the information is delivered through the sound medium. Therefore, when there are no sounds around, they would be distracted.

b. Visual Learning Styles

According to Uno (2010), Visual Learning Style is the need of seeing the evidence first then it is possible to believe it. According to Sutikno (2013), Visual Learning Style is the style that put vision into its primary tools. According to Felder (2016), Visual Learning Style is the style chosen by someone who remembers the most from what they see such as pictures, diagrams, flow charts, time lines, etc. From both experts' definition of Visual Learning Styles, it is to be concluded that Visual Learning Style is the learning style that requires vision or seeing as the primary tools of learning. Without seeing or using vision, learners that leaned into this learning style will not believe or will not be able to process information goodly. According to Uno (2010), Visual learners have some characteristics. Here are some of the characteristics:

- *The Urge to See Something Visually to Understand It*
  Visual learners will try their best to understand by seeing the thing first. If they are not able to see what they are trying to decipher, they would have a hard time doing that.
- *Having strong sensitivity to colors*
  Visual learners' ability is located on their eyes, because of that their eyes have exceptional abilities. The most notable one is sensitivity towards colors.
- *Having difficulties on direct dialogue*
  Visual learners rely on their eyes to retain knowledge or information. Therefore, when faced with direct dialogue where they have to open ears and use their auditory to receive information. They would have difficulties doing that as those are not their specialties

c. **Reading/Writing Learning Styles**

Reading/Writing Styles are the learning style that choose to learn with written materials. Reading/Writing Styles means that learners that adopt this style would be able to comprehend or remember what they read and will enjoy writing. Learners that adopt this learning style will be able to understand information much clearly when it is written on a piece of paper or on a book. Learners of this style would likely to take notes and take benefits from that notes as they will seamlessly understand the information on notes rather than to pay attention on the teacher directly. The characteristics for Reading/Writing Styles learners are as follows:

- *Often take notes after class*
  Learners with this style will be most likely to take notes after class as that are the sole thing that they able to comprehend information.

- ***Often write notes repetitively***
  Learners with this style would be likely to write notes repetitively. That phenomenon would help this type of learners to comprehend information more fully as that are what they skilled to do.

- ***Often write notes to themselves in margins***
  Learners that adopt this learning style would always write notes for themselves in case they forgot about the information that they had acquired before. This method would help them much as they would remember the information easily through writing notes for them.

d. **Kinesthetic Learning Styles**

According to Laskey, Marcia L, and Paula W. Gibson, Kinesthetic Learning Style is a style that requires learners to manipulate or touch materials to learn. According to Uno (2010), Kinesthetic Learning Styles is a learning style that has to touch something that provides information to remember it. According to Sutikno (2013), Kinesthetic learning style is the learning style through moving, touching and doing. From all three experts', it could be concluded that Kinesthetic Learning Style is the style of learning that requires learner to move, touch and even manipulate object in order to learn or gain information about the materials. Kinesthetic learning style could also be called as a hands-on learning style. People who are leaned into this learning style would be likely to have these characteristics, which are:

- Speak slowly
- Stand close while talk to people
- Touch people to get their attention
- Always physical oriented and move a lot
- Learn to start manipulating materials and practice
- Memorize by walking and seeing
- Use a lot of body cues
- Can not sit still for a long time
- Love a busy game

From all of the characteristics, there are things to notice. Kinesthetic learners will always use their physical prowess first as they are much keen to learn with their physics rather than using their ears or eye to retain information. Kinesthetic learners also could be called as active learns. That can be proven from their unwillingness to sit still.

Building a Good Learning Style

Prior to picking the proper sort of learning style, the teacher should have the option to discover what sort of insight the understudies have. Later this sort of knowledge can be created to pick the kind of learning style that is appropriate for understudies so they can be more ideal in learning. By realizing their own learning style, understudies can make an air they appreciate learning. Regardless of whether it's playing music, talking about with companions or guardians, etc. Hence it is trusted that the learning inspiration of understudies can increment. After that it very well may be coordinated with the sort of understudy learning style:

a. **Visual Learning Style**

Use pictures, outlines, charts, maps, graphs, and infographics.

b. **Replace Words with Colors and Pictures**

Stay away from squares of text, take intention in on one thought for every slide, highlight significant focuses in colors.

c. **Linguistic Learning Style**

Create a gift summing up your introduction, list out point word on your slides, use abbreviation mental helpers as educating gadgets, separate your audience into groups for discussion questions

d. **Logical Learning Style**

Share the key concepts behind lessons instead of fun facts, play a game with the audience during your presentation, provide specific goals for your audience to achieve with your information, and share how pieces of your information relate to each other

e. ***Auditory Learning Style***

Hold discussions and debates, speak clearly so your audience can hear you, incorporate background music into your presentation, create jingles or rhymes to help teach information

f. ***Interpersonal Learning Style***

Break your audience off into groups, role play with the audience to demonstrate processes, allow audience members to ask questions at the end, offer the opportunity to schedule one-on-one time with you.

g. ***Intrapersonal Learning Style***

Don't make discussion groups mandatory, provide notepads for audience members to take notes, put together charts for mapping progress in your topic, and create study guides for audience members to work on later

h. ***Kinesthetic Learning***

Bring volunteers on stage to assist with demonstrations, provide step-by-steps for audience members to do something on their own, give out worksheets with fill in the blanks from your presentation, incorporate learning game into your talk.

i. ***Naturalistic Learning***

Consider hosting various presentations or talks outside, create guides for how to learn more about your topic out of doors, explain how your audience can observe your topic in the real world, and work one-on-one with audience members outside

The Effect of Learning Style towards Learning Outcomes

In one class consists of many students. The failure of a student in learning is what may be caused by the application of an inappropriate learning style. For example, children who have intrapersonal intelligence should also have their learning style become an intrapersonal learning style. because of the lack of attention from the teacher, these students learn with the Interpersonal learning style. This causes these students to find it difficult to understand the material so that it affects student   learning outcomes and their grades are small.

Bobbi de Porter and Hernacki (2003: 110) states that knowing different learning styles has helped teachers everywhere to be able to approach all or almost all students simply by conveying information in different styles. By knowing the learning styles of their students, teachers can choose teaching methods and educational media that are suitable for their students. In this case, the creativity of teachers is demanded in varying teaching methods and selecting educational media. Thus, it is expected that differencesxin learning styles among students can be accommodated properly and appropriately for maximum results.

Evaluation
Multiple Choice
1. What is the abbreviation for VARK?
    a. Visor, Accurate, Realistic, Kinesthetic
    b. Visual, Accurate, Realistic, Kinesthetic
    c. Visual, Auditory, Reading/Writing, Kinesthetic
    d. Visual, Anterior, Reading/Writing, Kinesthetic
2. What model are VARK for?
    a. Learning Strategies
    b. Learning Styles
    c. Learning Appropriation
    d. Learning Categories
3. Who is the author of VARK model?
    a. James White
    b. Neil O'Conan
    c. Neil D. Flamen
    d. Neil D. Fleming
4. Which learning styles are focusing on hearing and listening materials?
    a. Auditory
    b. Auditorium
    c. Hearing senses
    d. Ultrasonic Sense

5. Which learning styles are considered as a hands-on approach for learning?
   a. Kinetic
   b. Kinesthetic
   c. Hands-on
   d. Touch-surface

Essay
1. What is Auditory Learning Style focus on?
2. What is Visual Learning Style focus on?
3. What is Writing/Reading Learning Style focus on?
4. What is Kinesthetic Learning Style focus on?
5. What cause the VARK model to skyrocket and become important?

PRINCIPLE OF TEACHING READING DEMONSTRATION

Teaching is a noble task carried out by a teacher. Because in teaching a teacher will provide the knowledge he/she has to students which will be useful for them. Every teacher has their own way to teach a student. The way the teacher teaches can influence students' understanding of the material presented. In order for the material presented to be understood well by students, a teacher must have an innovative of teaching, especially in teaching English. Learning English will be a challenge for students whose native language is not English, such as Indonesian. So a teacher must have a special method of teaching.

In English, there are 4 skills that we may already know, namely Writing, Reading, Listening and Speaking. Each skill certainly has its own method to be taught to students. Lots of researchers have discussed various teaching methods for each of the skills described above. Reading is an important skill that everyone must have, because from reading we can know and see a variety of new knowledge and perspectives from writing. For students this reading ability can obtain the material that delivered by teachers and other written sources. Reading can be something fun for someone who enjoys reading. But there is also someone who doesn't like to read. There are even some people who think that reading is something boring and just a waste of time.

Therefore, in teaching reading, the teacher must have a unique way to teach reading to students, so that students do not easily feel bored and can properly understand the lessons conveyed so that the teaching and learning process can run well as expected. However, the skills that I will discuss in this paper are the skills to teach reading using the demonstration method.

Definition of Reading

Reading is one of the skills that exist in language. In every language there are four main skills that we must have, we also get an important input called reception which is from reading. From reading we can open our horizons to something. There is someone who says that from reading we can open a window to the world, which means that if we read, we can find out various kinds of information about the world that we don't know.

According to Tarigan (1985) states that reading is a process carried out and used by readers to obtain messages or a method used to communicate with oneself or others, by communicating the meaning contained or implied in written symbols. From the understanding of Tarigan, it can be concluded that reading is a process used to communicate, understand and get a message or information from an article, either in the form of words or other written symbols.

Basically reading is an activity that cannot be separated from our daily activities, which is why reading is one of the important basic skills that we must have. As I explained above, that reading is an important input so that we can write well, because from reading we get new information and vocabulary that we might write in our writing. From the explanation above, we know that reading is a very useful and important activity for us. But not everyone likes to read, because what is in their mind is related to thick books and difficult words. Even though we can start to read from books/ stories that we like.

Teaching reading can be a challenging activity for a teacher, because not all students can and like reading activities. Therefore, a teacher may be able to create his own learning method or choose a reading teaching method that has been proposed by experts, one of them is the demonstration method which I will explain below.

Definition of Demonstration Method

Demonstration, what do you think after hearing the word demonstration? There may be some people who consider

demonstrations to be a protest movement which is usually carried out by groups of people who disagree on something. However, the demonstration that I will describe here is a demonstration related to the learning process, not a protest movement as mentioned above.

According to Roestiyah, N (2008: 80), she explains that the demonstration method is one of the teaching methods in which teachers or resource can show and demonstrate the learning process to students. From the explanation above, it can be concluded that demonstration in learning is a learning process   carried out by the teacher to show and demonstrate the material to be delivered. Demonstrations in learning can use videos, objects or something related to the learning.

Teaching Reading Demonstration

From the explanation above, in my opinion using the demonstration method in teaching reading is the right step. Because this type of method is a method that is quite easy to apply to convey and explain material. This will certainly make it easier for students to understand the information or material to be conveyed by the teacher. In applying a good and effective demonstration method, a teacher can demonstrate directly or use aids that are relevant to the material to be explained, it can be audio, video, or other objects. In my opinion, the demonstration method is a method that should be tried in the teaching and learning process, because the teacher can directly convey the material by demonstrating it directly in front of students and students can also understand directly what the teacher says.

In this case, a teacher needs to pay attention to what methods are effective and relevant to the material to be delivered, what competencies will be achieved, what tools will be used, where the tools can be obtained, such as what is technical, etc. Therefore, before the learning process takes place, a teacher must prepare it well.

The Advantages of Demonstration Method

There are several reasons why I think the demonstration method in teaching reading is very effective, because using this method can make it easier for us to understand the material explained by the teacher. In addition, we can also save time, because students can observe the material quickly through the tools used and the last one, in my opinion, this method is also more realistic, because students can see firsthand how the teacher demonstrates the material.

The Disadvantages of Demonstration Method

A good demonstration is certainly not easy to get, we need to prepare it very carefully and it will certainly make us work harder. Especially in finding materials and tools or objects that are in accordance with the learning process. And lastly not all students can understand the same learning methods.

Evaluation

Multiple Choice

1. Here are the four skills in Language, except…
   a. Writing
   b. Reading
   c. Speaking
   d. Comprehension
2. Reading can be hard for some people, what is the right tips to start reading?
   a. Read from what you like
   b. Read the hard article
   c. Read a research paper
   d. Read a thick book
3. What is the name of the method above?
   a. Comprehension
   b. Demonstration
   c. Skills
   d. Reading

4. In applying a good and effective demonstration method, a teacher can demonstrate…
    a. Direct
    b. Indirect
    c. Paper
    d. Books
5. The advantage of teaching reading using demonstration method is…
    a. Wasting time
    b. Hard
    c. Save time
    d. Difficult
6. The disadvantage of teaching reading using demonstration method is…
    a. Not easy to get the tools
    b. Save time
    c. Realistic
    d. Appeals the sense
7. Understood easily is one of the…. of teaching reading.
    a. Disadvantage
    b. Advantages
    c. Similarity
    d. Method
8. Student can being dishonest is one of the…. of teaching reading.
    a. Disadvantage
    b. Advantages
    c. Similarity
    d. Method

9. Permits teaching of theory with practice is one of the….
   of teaching reading.
   a. Disadvantage
   b. Advantages
   c. Similarity
   d. Method
10. Good demonstrators are rare is one of the…. of teaching
    reading.
   a. Disadvantage
   b. Advantages
   c. Similarity
   d. Method

Essay
1. Explain the definition of reading by your own words!
2. Explain the definition of demonstration method by
   your own words!
3. According to you what is the advantages of teaching
   reading using demonstration method?
4. According to you what is the disadvantages of teaching
   reading using demonstration method?
5. Do you think use demonstration method is effective?
   Why?

PRINCIPLES OF LEARNERS' CHARACTERISTICS

The huge amounts of learners would create problems on the learning process. This problem occurs when the learners have huge differences over their characteristics. One learners' characteristic might differ with another learners. This creates difficulties for teachers on how to teach and how to apply method of teaching. By not understanding the diversity on learners' characteristics would baffle the teacher as they would not be able to include all learners in the success of learning or even advancing the learners into another level of understanding about a material. Therefore, teachers have to understand the learners' characteristics and analyse what method to apply on which learners' characteristics.

Definition of Learner's Characteristics

Learner's characteristics are the individual characteristics that learners have. The characteristics could be personal, academic, social/emotional, and/or cognitive in nature. These aspects are the important definition of their aspects on learning. Learners' characteristics are important for teachers to know about their students as these characteristics will help teachers to design their way of teaching, their classes to be much more effective by utilizing this information of learners' characteristics.

Learner's Characteristics

As it was said before, learner's characteristics could be personal, academic, social/emotional and/or cognitive in nature. Personal characteristics is everything that had to do with demographic such as gender, age, cultural background, emotional-maturity or simply known as maturation, language, social-economy status and the particular needs of a learner's group such as disabilities or any

additional needs for learning. Academic characteristics is everything that had to do with the learners' academics. Things included here are the education type of learners, education level and knowledge. Cognitive characteristics that learners have is the characteristics on the mind or brain level such as memory, mental health, mental pressure, problem-solving skills, intellectual level, memorization and organizational skills.

The characteristics can be categorized to be two categories based on the learner's age, which are adolescent and adult learner. Both adolescent and adult learner have academic, social, emotional and cognitive characteristics.

Adolescent Learner's Characteristics

Adolescent Learner also has characteristics. According to Simplynotes.in, the characteristics consists of academic, social, emotional and cognitive characteristics. Academic characteristics in academic for adolescent learner's is not as visible as physical growth for adolescent learners but the development of academic characteristics is still intense. The characteristics of academic are curious and display a wide range of interest. Secondly, adolescent learners will love to do active learning rather than passive learning as they also love to learn with their peers.

Social characteristics of adolescent learners according to simplynotes.in are the ones who never think with facts and real information, rather they based their actions on myths and misinformation. The other adolescent learners' characteristics is the development of their image such as girls with their growing chest and their voice becoming one note higher than before or boys with their voice that becoming lower than before. Adolescent seems to strengthen peer's allegiances rather than familial allegiances but they still depend so much on their parents.

Emotional adolescent characteristics are the increase frequency of them changes mood rapidly and will finally become rebellious

upon adulthood, sensitive to criticism and easily offended. That thing happens because of the emotional immaturity that adolescent learners have.

Cognitive adolescent characteristics are the growth of the complex abilities and knowledge of the adolescence learner. The concrete thinkers will require more structured learning experiences while abstract thinkers need more challenging activities.

Ways to overcome Learner's Characteristics

During the learning process, learners could have difficulties in learning. Those difficulties are usually overcome by learners. The overcome of the difficulties are done through adopting these characteristics, such as:

a. *Full of Curiosity*

Learners who are curious and will always try to learn and find new things would usually overcome the difficulties in learning. These characteristics solely could be the key in succeeding in the learning process that learners have to do.

b. *Carefully Understanding*

Learners that are carefully understanding would always try to understand the subject carefully. They would analyse the stimulus on learning, and interpret meaning carefully.

Learner's Characteristics Development

Learner's characteristics developments growth of quality are divided into these characteristics:

a. *Social and Personal Quality*

Learners that have social and personal quality will always solve problems easily and quickly. Learners in the different social structure with others might have difficulties in learning but a learner who have exceptional social and personal quality will seamlessly

b. **Growth and Development**

Learner's growth and development are the ones that would determine the characteristics of the learners. Good training and education for the learners will be helpful to help positive growth of the learners and would create positive characteristics in the future of the learners.

c. **Willingness to Learn**

The willingness of the learners would fruit positive characteristics for the learners in the future. Willingness would create a more open-minded learners, ready for constant changes and would be more open for other information as they are always willing to learn

d. **Interests and Attitude of Learners**

Learners while learning would consider their interests before taking time to doing the learning process. Teacher who analyses the interests and attitude of learners would likely to be successful on guiding the learning according to the learners' aptitude.

e. **Easily Adjust to Change**

Different ability to adjust towards change means each learner have different characteristics when faced with changes. Some are able to adjust easily but some are more hard-headed to change when it comes to adjustment

f. **Internal Motivation**

Different learners have different motivation on learning. Some would learn because they have their own personal goal, some have motivation to save their families' economy and some might learn only for fun.

g. **Social-Cultural Background**

The differences on social-cultural background might create different characteristics for the learners. Some cultural background might create a hard-working-learners while some would create a lax learner.

h. *Learning Power*

Some learners have different learning power therefore creating different characteristics on different learners based on their learning power.

i. *Nervousness*

Each learner has different attributes of nervousness. Some have higher nervousness than others therefore, creating different characteristics for each learner.

j. *Application of Mind & Creativity*

Every learner has different ways to applicate their mind and creativity. The ability to integrate the mind and their creativity would create different outcome of their characteristics.

Evaluation

Multiple Choice

1. How are learners' characteristics divided based on maturity of learners?
    a. Adolescent and Adult
    b. Young and Matured
    c. Young Learners and Adult Learners
    d. Immature and Mature
2. How does one would overcome difficulties of learning?
    a. Open minded and Open criticism
    b. Focus and Diligent
    c. Full of curiosity and Understand Carefully
    d. Slack off and Relaxing
3. What are the four type of learners' characteristics?
    a. Academic, social, emotional and cognitive characteristics
    b. Personal, socio-culture, age, and knowledge
    c. Inter-personal, socio-culture, age, and knowledge
    d. Academic, Social, Maturity and knowledge

4. What is the one difference each learner had mentioned in this paper?
   a. Learner's Personality
   b. Learners' Characteristics
   c. Learners' Learning
   d. Learners' Creativity
5. What makes adolescent learners' characteristics differ from the adult ones?
   a. Age and Maturity
   b. Understanding of Concepts
   c. Complexity of Cognitive
   d. Socio-culture and Politics

Essay
1. What made the problems if the amounts of Learners are huge and diverse?
2. Explain the ways to overcome difficulties of learning!
3. Explain the first five factors of how learners' characteristics are created!
4. Explain the second five factors of how learners' characteristics are created!
5. Explain the definition of Learners' characteristics

PRINCIPLE OF LINGUISTICS

In the era of globalization or modern English, English has be come very important so that English is made a compulsory subject in schools. According to Basiran (1999) the goal of language learning is an ability to communicate. These abilities include meaning, role, comprehension, interpretation, judgment, and expression using language. However, learning English in Indonesia is still low. This is evident from the results of the EF EPI 2019 report which states that Indonesia scores in a low proficiency range with an average of 50.06. Efforts to improve understanding of English for students, a teacher must have a learning strategy, or strategy in teaching.

Teaching is a process carried out by the teacher to help, direct, and guide students so that they have a learning experience. In teaching English, a teacher must guide students effectively by making them more active in learning. Students who play an active role will be able to develop themselves. However, there are so many problems faced by the teacher or the students themselves. First, a teacher who cannot create a fun learning process. Second, the problem of a teacher who has no experience in teaching, or does not choose the right teaching method.

To overcome problems that occur in the learning process, a teacher is required to know the principles of language teaching so that they can apply them in their teaching. One of the principles is the principle of linguistics. This principle will facilitate the learning process that takes place.

Definition of Lingustics Principles

The existence of language is considered to exist, if it is spoken and listened to (Yohanes Dewey: 2015). Language skills are when students are given the opportunity to express utterances in

communicative situations. Students do not just memorize and imitate. Selection of subject matter is adjusted to communication needs, mastery of language functions, and rules can be provided as long as it is needed by students. To improve language skills in students, a teacher with appropriate learning methods is needed. An English teacher must adopt new methods and methods in class so that he can get the achievements he wants.

Linguistics is related to language, meaning that linguistics does not only explain with the study and description of language, but also as a language that connects linguistics with language (Advanced Learner Dictionary: 2015). The principle of linguistics is a knowledge or insight about linguistics, then this insight is used for language teaching. Linguistic principles focus on language itself, and explain how learners can understand complex linguistic systems.

Therefore, in the category of linguistic principles, there are three principles of language teaching, namely the principle of native language effect, the principle of interlanguage, and the principle of communicative competence.

Three Linguistics Principles
a. Principle: The Native Language Effect

The first language of students is very influential on the acceptance of the target language so that this principle emphasizes the first language of students in learning a second language. This means that the first language is very influential in learning the second language. The influence of the mother tongue consists of two forms of influence, namely interfering and faciliating. Some suggestions for this principle include:

- Mistakes made by students are used as the basis for providing appropriate feedback to students. A teacher provides comments or explanations that are correct for the mistakes made by students.

- The teacher provides an understanding to students that not all mother tongue systems will cause errors in the target language or second language. The teacher also provides an understanding that the mother tongue will facilitate the use of the target language and reduce its interference.
- The teacher invites students to think directly in a second language. This will help students minimize interference errors. The occasional translation of a word or phrase will help students, but it would be better to use directly from the second language.

b. Principle: Interlanguage

When students try to master a second language, they are often influenced by the forms of the first language. Second language learning varies greatly between structured and unstructured forms of linguistics. If the first language is transferred negatively, there will be interference. If transferred positively, it will make learning a second language easier. The most prominent in the second language learning error is language interference. Students sometimes think that the language they speak is correct, but according to native speakers it may not be true. Sometimes studies between languages produce errors so a teacher must be able to distinguish between mistakes. this is done in order to make it easier for teachers to provide explanations to students when correcting their mistakes. Implications of the interlanguage principle in teaching:

- When students make mistakes, the teacher can distinguish between mistakes interlanguage and other mistakes.
- The teacher tolerates inter-language errors that arise because of the logical development process of students.
- When students make mistakes interlanguage, the teacher does not make themselves feel stupid. For example, when they said "I've drink four cups of coffee today". Explain to them logically that they should use verb 2 to change the word 'drink' to 'drunk'

- In the lesson give feedback to students, and when they make mistakes give them advice that making mistakes is not something bad. Making mistakes can be a good indicator of second language learning.
- Give them the opportunity to correct their own mistakes.
- Teachers can choose mistakes and explain mistakes well so that students do not feel cornered
- During the learning process the teacher provides verbal or non-verbal feedback. This is done so that students feel comfortable with learning so that students will be encouraged to speak using a second language.

c. Principle: Communicative Competence

This principle emphasizes the goals of communicative competence. Communicative goals are the goals of language classes so that teaching requires all of its components. Its components consist of organizational, pragmatic, strategic, and psychomotor. The goal of communicative communication will be best achieved if the use of language is not only about accuracy in language, but also fluency, fluency in pronunciation, and their use in everyday life. There are several considerations when doing this principle in class:

- Conducting explanations and training on grammar is indeed important, but teachers must also pay attention to other components, such as pragmatic aspects (sociolinguistics and functional)
- Does not focus on pragmatic aspects, but teachers must pay attention to psychomotor abilities. To improve psychomotor skills in a second language, teachers can do this by practicing pronunciation while speaking.
- Language teaching on this principle emphasizes the pragmatic aspects of everyday life. For example, the teacher teaches how we introduce ourselves to others in the use of English.

- Provide opportunities for students to master fluency in English so that they do not feel pressured by the small mistakes they make.
- One day the students will leave the classroom so that the teacher must train them as someone who is independent or independent in learning English.

COGNITIVE PRINCIPLE

Learning is a human process that must be carried out in obtaining knowledge or mastering knowledge through experience, remembering, getting new information. Every learning requires individual abilities and skills to achieve all objectives in learning. In educating students, teachers are expected to be learning media for their students. Teachers are also required to build an attractive atmosphere in the classroom and understand the nature of the behavior of their students. The world of education has many learning methods. One of the many appropriate learning methods that I will discuss is cognitive learning.

Cognitive in scientific language means the human thought process. Whereas in its general sense it is a human mental process which includes the acquisition, storage, retrieval and use of knowledge. In learning activities other than abilities and skills, each individual behavior also involves his or her mentality in life. Sometimes, the condition of the individual is often dominated by his mentality. This is certainly not an easy thing where mental and skill must be balanced. The ability of individuals to capture and process the information obtained requires individualization in learning. That is, in the learning process, treatment of individuals must be based on their cognitive development. the key to success in learning lies in the meaningfulness of the teaching materials received or learned by students. This is where the role of cognitive learning begins. Without good cognitive learning, teachers will find it difficult to provide understanding and knowledge to their students.

By providing understanding and knowledge cognitively, teacher will provide opportunities for students to develop and explore abilities and skills outside their comfort zone. In addition, students are also accustomed to practicing the ability to think so that they become accustomed to having a fast and precise mindset to solve the

problems they will face. We as teachers are required to be creative in an effort to hone their abilities and skills, so teachers need to involve technology, information, and good communication with them.

Understanding and more knowledge about cognitive in learning is needed in achieving learning success. Therefore, I will discuss some important points about what is cognitive learning? what are the principles contained in it? how can we implement good cognitive learning in the classroom?

Theory of Cognitive

The term "cognitive" comes from the word cognition, which means understanding. The definition of the breadth of cognition (cognition) is the acquisition, arrangement, and use of knowledge (Neisser, 1976). Cognitive understanding is a process that occurs internally in the center of the nervous system when humans are thinking (Gagne, 1978: 71). According to Trigonal Media, cognitive is all things related to mental activity in this case the power of reason, such as obtaining, storing, seeking, and using science. Cognitive is also an intellectual ability which consists of several stages ranging from Knowledge, Comprehension, Application, Analysis, Synthesis, to Evaluation. There are also those who define cognitive as the ability to develop rational (reason).

Learning for the cognitive stream is seen as not just getting a stimulus and producing a mechanistic response, but learning also involves mental conditions within the individual learner that are related to perception, attention, motivation and others. So that learning is understood as a mental process that is active in obtaining, remembering and showing into behavior. Visible behavior cannot be observed and measured if it does not involve mental processes such as awareness, motivation, belief and other mental processes.

From the various assessments that have been mentioned above, it can be understood that cognitive is a term used by psychologists for describes all mental activities related to perception, thought,

memory, and information processing that allows a person to obtain knowledge, solving problems, and planning for the future, or all psychogical processes related to how individuals learn, pay attention, observe, imagine, predict, judge, and think about the environment.

Cognitive learning hypothesis is one of the learning hypotheses that's very persuasive within the world of instruction in instructing. This hypothesis is distinctive from and restricts the behavioristic hypothesis which sees learning as a characteristic action between boost and reaction. The cognitive stream sees learning as more than fair including boosts and reactions, but moreover includes mental exercises inside the learning person. Agreeing to the stream of cognitive learning theory, learning is an dynamic mental prepare to realize, keep in mind and utilize the information had by people. So that behavior that shows up in people cannot be measured and watched without including mental forms such as inspiration, deliberate, conviction and so on. The flow of cognitivism prioritizes the thinking and mental aspects related to it, such as memory.

Although cognitive theory opposes the views of behavioristic learning theory, he cannot deny the behaviorists' view of reinforcement which is also contained in cognitive theory. However, cognitive theory views it differently from behavioristic theory. Behavioristic theory views reinforcement as an important part of strengthening or maintaining behavior, while cognitive theory views it as a source of feedback to find out what might happen if a behavior is repeated.

Cognitive Principle

Cognitive learning theory explains learning by focusing on the changes in mental processes and structures that occur as a result of attempts to make sense of the world. Cognitive learning theory is used to explain simple tasks such as remembering phone numbers and complex such as solving obscure problems.

It is very important for us to know cognitive principles so that we can know how we respond to and understand our students. Without these 2 basic principles, we as teachers will not teach well.

Cognitive learning theory are based on four basic principles:

- Learners are active in an effort to understand experience.
- The understanding that students develop depends on what they already know.
- Learn to build understanding from notes.
- Learning is a change in a person's mental structure.

If these are cognitive principle in general, then gestalt also has a theory based on the principle:

- Experience insight (insight)
- Purposeful behavior (positive behavior)
- The principle of living space (life space)
- Transfer in learning

Benefits of Cognitive Learning Priciples

- Here are some of the benefits of learning using cognitive principles.
- Knowing students in all aspects, especially mindset, behavior, mental.
- Getting students to think and argue.
- Knowing the extent of student learning abilities.
- Make students active
- Train students to analyze, complete, and evaluate any given material or study case.
- Train students to remember and process information.
- Understand the character and mentality of each student.

Implementation of Cognitive Principle

In the teaching and learning process, the right way is needed to get maximum learning results.

a. Learners are Active in an Effort to Understand Experience

In the latest curriculum, students are required to be active in all subjects and everything. Of course this is a challenge in itself for teachers to educate and teach their students where not all children can be active like what the school expects. Students will see and imitate their teachers, therefore the teacher must be a good motivator for students so that what the students imitate is good things. In this case, students must be directed to be active in understanding their experiences. Where, it is the teacher's job to provide an understanding of understanding the experience and how important it is to be active in and outside the classroom. Therefore, get students used to reason to understand their experiences and store them in memory so they can tell and understand the meaning of their experiences. For its application, if the teacher wants students to be active in the classroom, then the teacher must be more active. Making   students active in understanding their experiences is by frequently interacting and remembering their experiences. Practicing qna to gather information and memory to train students' memory and develop it into an opinion. For example: the teacher asks the student what experience you like in junior high school, asks several questions such as: why did he like the experience, and asks what the experience means. The key to making students active is starting by asking some simple questions to train students to think. Then as time goes by, the questions will get more and more difficult gradually.

b. The Understanding That Students Develop Depends on What They Already Know

In educating students, the teacher not only continues to provide lesson material but also develops their knowledge. Developing students' knowledge can be done in various ways, but an important step that must be taken to develop it is to understand their behavior and thinking habits. Individuals are also able to modify

experiences obtained through the environment, thus giving birth to new knowledge or findings. Therefore, the educational process is not just a transfer of knowledge, but also how to stimulate individual cognitive structures capable of producing new knowledge and findings. Second, there needs to be individualization in learning. That is, in the learning process, treatment of individuals must be based on their cognitive development.

c. The Key to Success In Learning Lies in The Meaningfulness of The Teaching Materials That Students Receive or Learn

It sounds simple, but to understand the behavior and habits of thinking students also need a special approach, one of which is always trying to know what their students are experiencing and exploring their knowledge actively asking them spontaneously. That way, the teacher will find it easier to assess where the students' abilities have been. When they already know the abilities and knowledge of their students, then teachers can develop their knowledge and make them active slowly. The knowledge of each student is different, therefore teachers are also required to be creative in teaching so that the knowledge they already know can be equal until it increases, not only stuck in the knowledge they already know.

d. Learn to Build Understanding from Notes

Giving material notes to students is a common thing, but usually students do not know the meaning of what they write. The challenge for a teacher to make understanding from the notes they write. After giving notes to students, the teacher is obliged to explain until all the teachers understand. The easiest way to build understanding and find out their mindset is to ask their opinion about the material that has been given to all students. It is okay if there are students who cannot answer, that means the teacher must be able to explain the material again so that they are more concerned

with the material. Or it could be dividing them into groups and then letting them argue. Then students who previously did not know, will know and all students can develop a mindset and learn to mentally familiarize themselves with information processing.

e. Learning is a Change in a Person's Mental Structure

In addition to training one's mindset, whether we realize it or not, someone will mentally involve it while studying. Learning will change a person's mental structure because not all students can learn in all situations and conditions, and easily learn new things. This will make a mental change. Depressed conditions, difficult material, and a bad environment will make students experience mental disorders. However, if students study in comfortable conditions, and in a good environment, it is easy for students to accept school materials and will not cause students to experience mental disorders. Although there will be changes in mental structure, it will change in a positive direction. Therefore, teachers are required to provide fun learning to their students so that they can enjoy their learning time. For example: usually students prefer learning through video media rather than being explained through books. So the teacher must make or look for instructional videos to attract the attention of their students so that students are happy and easily understand the material.

The Application of Cognitive Learning

The following is the application of cognitive learning theory according to gestalt theory in the learning process:

a. *Experience Insight (Insight)*

Insight can also be called observing understanding. In the learning process, students should have the ability to perceive that is to recognize the relationship between elements of an object or event. Learning that is meaningful (meaningful learning); In this case, the elements that are meaningful will greatly support the

formation of insights in the learning process. This will be very useful and help participants in dealing with a problem. So, the things that students learn should have a clear and logical meaning with their life processes.

b. ***Purposeful Behavior (Positive Behavior)***
Behavior will be directed at the goal. The learning process will run effectively if students understand the goals they want to achieve. So, teachers should help students to understand the direction and purpose.

c. ***The Principle of Living Space (Life Space)***
Individual behavior has a relationship with the place and environment he is in. So, the material taught should be related to the situations and conditions of the individual's life environment.

d. *Transfer in Learning*
It is a process of transferring behavior patterns in certain learning situations to other situations. Transfer of learning occurs by releasing understanding of objects from one configuration to another in the correct arrangement. Transfer of learning will occur when students have grasped the main principles of a problem and found generalizations to be used in solving problems in other situations.

Application of the principles of cognitive learning theory according to gestalt theory in learning, as follows:

a. *The Activity of a Sport Must be Carried Out as a Whole, Not as a Separate Exercise*
Breaking the whole activity into separate parts causes students to be unable to link these parts. For that, students or athletes must be able to unite the parts into an integrated unit.

b. The Main Task of The Teacher or Trainer is to Maximize The Transfer of Exercise between Activities
A general pattern or configuration is necessary to facilitate the transfer between activities.

c. Use of Insight Factors to Solve Problems
Giving examples to students will help students observe and understand a problem. So that he was able to finish it.

d. *An Understanding of The Relationship between The Parts and a Whole is Essential for Effective Skill Demonstration*
Students must be able to understand each part and its overall relationship. One of the weaknesses in the teaching process is the problem of the teacher's failure to convey information which requires students to gain a deep understanding of the relationship between the parts in the overall context.

Evaluation

Multiple Choice

1. The linguistic knowledge used in teaching English is...
   a. Cognitive Principles
   b. Affective Principle
   c. Principle of Linguistics
   d. Teachng Principle

2. The principle that emphasizes that the first language is influential in learning a second language is...
   a. Principle: The Native Language Effect
   b. Principle: Interlanguage
   c. Principle: Communicative Competence
   d. Linguistics Principles

3. In teaching English requires all components. What is meant here is the principle...
   a. Principle: The Native Language Effect
   b. Principle: Interlanguage
   c. Principle: Communicative Competence
   d. Linguistics Principle

4. The purpose of language classes requires the teaching of all components. These components consist of...
   a. The Nattive Language Effect, Interlanguage, and Communicative Competence
   b. Oraganisasional, pragmatis, strategy, dan psikomotor
   c. Cognitive, Affective, and Linguistic
   d. Language Ego, self confidence, and Risk-Taking
5. How many principles of language teaching fall into the category of linguistic principles...
   a. Five
   b. Seven
   c. Four
   d. Three
6. "The teacher provides the opportunity for students to correct their own mistakes".
   The implications above include the teaching principle...
   a. Principle: The Native Language Effect
   b. Principle: Interlanguage
   c. Principle: Communicative Competence
   d. Cognitive Principles
7. What must be considered in carrying out language teaching with the principles of Communicative Competence, namely...
   a. Provide opportunities for students to master fluency in English so that they do not feel pressured by the small mistakes they make.
   b. Give them the opportunity to correct their own mistakes.
   c. When students make mistakes, the teacher can distinguish between mistakes between languages and other mistakes.
   d. The teacher tolerates inter-language errors that arise because of the logical development process of students.

8. Principle of Communicative competence is...
   a. The principle that emphasizes the first language has an effect on the second language
   b. Principles influenced by the first language
   c. The principle which has the purpose of language classes is that teaching requires all language components
   d. Principles that refer to emotions or feelings
9. Mother tongue has two forms of influence, namely...
   a. Fungsional and sosiolinguistik
   b. Strategy and psychomotor
   c. Linguistik dan kognitif
   d. Interfering and faciliating
10. "Mistakes made by students are used as the basis for providing appropriate feedback to students. A teacher provides comments or explanations that are correct for the mistakes made by students." The implications above include the principle...
    a. Linguistics Principle
    b. Self confidence
    c. The Native Language
    d. Communicative competence

Essay
1. Explain what is meant by linguistic principles!
2. State what language teaching principles fall into the category of linguistic principles
3. Explain the understanding of the teaching principles of The Native Language Effect!
4. Explain the understanding of the principles of Interlanguage teaching!
5. Explain the understanding of the teaching principles of Communicative Competence!

SECTION 3: METHODOLOGY

Methodology is the association and coordination of the above strategies to rehearse the technique which would accomplish the ideal objectives. "Methodology" is from to word: "method" and "logos". "Method" means a procedure for attaining an object, while "logos" is from Greek word that means the study of knowledge. It is a reflection of teachers believes in pedagogical and their opinion about learning process and concerned about what teaching method technique will be used and its approach that teacher choose and use in actual classroom situation. It is a reflection of teacher about pedagogical beliefs and learning process, so teachers can select or choose what teaching method technique will use in actual classroom situation.

TEACHING METHODOLOGY

The word teaching method relate to the basic principle, teaching and strategic management applied to classroom order. The method of teaching of yours is set based from your preferences, educational thinking, Mapping of classroom, zone of subject, also educator motto. Teaching methodology could being split to two main theory and four theories, they are divided by two main level; Teacher vs student centered and high vs low tech approach.

Definition of Teaching Methodology

Teaching Methodology is a method which is chosen to acquire a teaching goal. This is generally determined by the teacher of a given subject, so the students would be able to follow it. The teaching methodology should be arranged in such detailed approach that students can achieve the knowledge and skills for which the subject was included in the curriculum.

There are many versions and types of teaching method. But generally it divided into two categories: Teacher-centered and Student-centered. The two of it will lead the path of teaching progress gradually. Both of it aim to the success of teaching- learning activity by setting principles and clearly articulated.

Theories and Modeling of Teaching Demonstration

Modeling is a teaching strategy where the teacher demonstrates new concepts or learning methods, and students learn through observation. Modeling describes the process of learning or acquiring new information, skills or behavior through observation rather than direct experience or trial and error. According to Kobasigawa & Holland (1980) Learning is seen as a function of observation, not direct experience. Research has shown that modeling is an effective teaching strategy because it allows students

to observe teacher thought processes. Through this kind of guidance, teachers can make students to imitate certain behaviors that support learning. If people only rely on the results of their actions to tell them what to do, learning will be tiring. Fortunately, most human behavior is learned through modeling observations: by observing the behavior of others, people form ideas about how to perform new behaviors, and in the future, this coded information can be used as a guide for training (Bandura 1986). Modeling can be used in classrooms of all classes, ability levels and all subjects.

The learning method is procedural and contains certain stages, and technology is the implementation method used. Effective learning requires an understanding of students' knowledge and learning needs to attract and support their learning. In the learning process there are various kinds of learning methods that can be applied, one of which is the demonstration learning method. This type of method is still the same as the expository method, where this method is teacher-centered, but it does not rule out that students also play a very important role in the learning method. The best way or method to be applied depends a lot on the characteristics of each student, one of which is the d emonstration method.

Demonstration modeling is usually understood as a learner's observation of another individual or team performing a task, a component of the task (in real time or through some form of recording or computer generated media. The learning method is defined as the method used by the teacher in implementing it as a tool to achieve learning objectives.

The demonstration method is a method that is very effective in helping students to answer their learning needs on their own based on clear and correct facts and data that they get from demonstrations.

The Demonstration Method is a learning effort or learning process by practicing using demonstrations aimed at students with the aim that all students find it easier to understand and practice what they have obtained and can overcome a problem that occurs in connection with what has been demonstrated.

Theory of Demonstrations Modeling

Demonstration learning model is a teaching model that uses demonstrations to clarify an understanding or to show how to do something to students. This is done so that the messages conveyed by educators can be done properly and correctly by students. The demonstration method is a way to show the course materials to the students by demonstrating to the students a specific process, situation or object studied in a real or imitated demonstration way. The teacher personally demonstrates the materials learned.

According to Muhibbin Syah (2006: 208), demonstration is a teaching method that demonstrates the items, events, rules, and sequence of an activity directly or through the use of teaching media related to the displayed topic or material. If the teacher does a good job and then the students do it, the presentation will be very active. This method can be used for activities that have limited tools but will be performed continuously by students.

According to Suaedy (2011), the presentation method is a method of delivering materials through a presentation process or activity. From the above understanding, it can be concluded that the demonstration method is a teaching method that uses demonstrations to clarify an understanding or to show how to do something to students or the way the teacher teaches by demonstrating and demonstrating to students a process, situation, event, sequence of doing an activity or certain object that is being studied in either actual or imitation form through the use of various media relevant to the subject to make it easier for students to be creative in understanding the material.

A demonstration can be described as an accurate representation of a process, technique, or operation. At other stages of teaching, the teacher's abilities are not as clear as demonstrations. Introducing them correctly will not only tell students what is expected of them, but also what they expect from the teacher. Teachers show their abilities, they can tell themselves how to carry out the process, and then carry out the process. The effect of seeing the teacher carry out the process

is to dispel doubts and strengthen students' desire to carry out the process. Apart from that, the demonstration also sets performance standards for the next phase of the application.

Steps of Demonstrations modeling

The steps to demonstrate the learning model are:

a. Preparation Stage

During the preparation phase, several things must be completed, including:

- Develop goals that students must achieve after the demonstration process. The goal includes several aspects, such as certain knowledge and skills.
- Prepare an outline of the demonstration steps to be performed. This is done to avoid failure.
- §Do a demonstration test. The trial includes all necessary equipment.

b. Implementation stage

    i. Opening steps

    Before to do the demonstration, several things must be done, including:

    - Arrange seats so that all students can clearly see what is being demonstrated.
    - Put forward the goals that students must achieve.
    - Suggest which tasks students should complete, for example, assign tasks to record important matters in the implementation of the demonstration.

c. Demonstration steps

- Start demonstrations through activities that stimulate students to think. For example, questions containing difficult problems encourage students to pay attention to demonstrations.
- Create a cool atmosphere and avoid stressful environments.
- Make sure all students follow the demonstration process. Provide opportunities for students to think positively based on what they see during the presentation.

ENGLISH LEARNING STRATEGY:
    Concept, Principle, Methodology, and Approach

d. Steps to end the demonstration

    After the demonstration is completed, the learning process needs to end by giving certain tasks related to the implementation of the demonstration and the process of achieving the learning goals. This is a necessary step to ensure that students understand the presentation process. In addition to providing related homework, it is best for teachers and students to conduct joint evaluations of the presentation process for further improvement.

The Advantages and Dissadvantages of
The Demonstration Modelling

a. Advantages of Demonstration Modeling

    • Demonstrations can encourage students' motivation to learn.

    • Demonstrations can bring lessons to life because students not only hear but also see events that occur.

    • Demonstrations can link theory to natural environmental events. Thus students can have more confidence in the truth of the subject matter.

    • Demonstrations, if implemented properly, can see the results.

    • Demonstrations are often more memorable than language in educators' handbooks or explanations.

    • Through demonstrations students avoid verbalism because they immediately pay attention to the learning material described.

b. Disadvantages of Demonstration Modeling

    • Sometimes it is difficult for students to clearly see the object to be displayed.

    • Not all objects can be demonstrated.

    • It is difficult to understand when demonstrated by teachers who do not master what is being demonstrated.

    • Demonstrations require more careful preparation, because without adequate preparation demonstrations can fail so that this model is no longer effective.

An Effective Demonstration Modeling

The use of the demonstration method does support the interactive learning process in the classroom. The benefits obtained include: by proving that the attention of students is more focused on the lesson, mistakes made during lectures can be overcome through observation and specific examples. In this way, what students receive will be deeper and last in their souls for a longer time. Therefore, even though we still see the shortcomings of this method, through the demonstration method, students can actively participate and gain hands-on experience, and can develop their skills. Demonstration is a very modeling effective, because it can help students find answers with own b usiness based on true facts (data).

Evaluation

Multiple Choice

1. What is the teacher-centered approach main facilitator?
    a. Students
    b. Internet
    c. Teacher
    d. Books
2. What is the Student-centered approach main facilitator?
    a. Students
    b. Students and Teacher
    c. Teacher
    d. Internet and books
3. What is the downside of high-tech approach?
    a. Lack of assesment accuraccy
    b. Provides unlimited recources
    c. Adjust to various of learners
    d. Lack of spelling and writing skills

4. What is the benefit of low-tech approach?
   a. Good memory or recalling skill
   b. Present teaching and learning progress
   c. Enjoyable lectures
   d. Limited recources
5. Which approach has better recource?
   a. Student-centered approach
   b. High-tech approach
   c. Teacher-centered approach
   d. Low-tech approach

Essay
1. What is teaching methodology?
2. What is teacher-centered approach?
3. What is Student-centered approach?
4. What is the benefit of High-tech approach?
5. What is the downside of Low-tech approach?

TEACHING WRITING DEMONSTRATION

Language is a communication tool or tool for mainstay, in the sense to convey thoughts, ideas, concepts or feelings. Language skills are very important for students to communicate well. Four facets of language skills, namely listening skills, speaking skills, reading skills, and writing skills (Tarigan, 2008: 1). Of the four skills related to each other, before the writing stage is needed activities listen and read. Through listening and reading students do not only get ideas or information for his writing but also get inspiration for structured writing. Speaking Skills and write a language skill that is active, message speaking in writing can students get from the results of speaking. Then of the four skills students can easily pour ideas or ideas in writing.

Writing activities have a close relationship with thinking. Writing is not just a language activity, but can also be used as a place to express thoughts. The more writing, the students will be trained to think critically, have high reasoning power and be active develop academic achievement.

Writing aims to report or notify and influence, with the aim of expressing something clear. This can be accomplished best by people who are good at explanation. This clarity depends on thought, organization, use of words, and sentence structure. By writing people can increase vocabulary, besides being able to increase vocabulary growth, it can also train in improving the ability to compose sentences. Compared with other skills, writing skills are more complex and difficult, because it requires not only mastering grammar and rhetoric, but also concepts and judgment.

For this purpose, teachers should conduct a lot of exercises to improve students' English ability. They should be a model of English and should be able to select materials and methods to display materials to achieve the purpose of the teaching process.

Definition of Demonstration Method

Modeling is a teaching strategy where the teacher demonstrates new concepts or learning methods, and students learn through observation. Modeling describes the process of learning or acquiring new information, skills or behavior through observation rather than direct experience or trial and error. According to Kobasigawa & Holland (1980) Learning is seen as a function of observation, not direct experience. Research has shown that modeling is an effective teaching strategy because it allows students to observe teacher thought processes. Through this kind of guidance, teachers can make students to imitate certain behaviors that support learning. If people only rely on the results of their actions to tell them what to do, learning will be tiring. Fortunately, most human behavior is learned through modeling observations: by observing the behavior of others, people form ideas about how to perform new behaviors, and in the future, this coded information can be used as a guide for training (Bandura 1986). Modeling can be used in classrooms of all classes, ability levels and all subjects.

The learning method is procedural and contains certain stages, and technology is the implementation method used. Effective learning requires an understanding of students' knowledge and learning needs to attract and support their learning. In the learning process there are various kinds of learning methods that can be applied, one of which is the demonstration learning method. This type of method is still the same as the expository method, where this method is teacher-centered, but it does not rule out that students also play a very important role in the learning method. The best way or method to be applied depends a lot on the characteristics of each student, one of which is the d emonstration method.

Demonstration modeling is usually understood as a learner's observation of another individual or team performing a task, a component of the task (in real time or through some form of recording or computer generated media. The learning method is

defined as the method used by the teacher in implementing it as a tool to achieve learning objectives.

The demonstration method is a method that is very effective in helping students to answer their learning needs on their own based on clear and correct facts and data that they get from demonstrations.

The Demonstration Method is a learning effort or learning process by practicing using demonstrations aimed at students with the aim that all students find it easier to understand and practice what they have obtained and can overcome a problem that occurs in connection with what has been demonstrated.

The demonstration method is a teaching method by demonstrating items, events, rules, and sequences in carrying out an activity, either directly or through the use of learning media relevant to the subject or material presented. (Muhibbin Syah, 2013: 22).

A method demonstration is a teaching method used to express a concept using graphics such as flip charts, posters, power points, etc. In a step-by-step process, a demonstration is the process of showing others how to create or do something. you "Tell" what you are doing when you demonstrate how. A demonstration has a finished product at all times. For the audience to be able to go home and do what you have shown them how to do is the secret to a successful demonstration. The purpose of the demonstration combined with practice is to make changes to the shutter skills.

The steps of implementing the method demonstration, as follows:

(i) The preparation stage
- Formulating goals to be achieved by students after the demonstration process over. This goal includes several aspects such as aspects of knowledge and skills certain.
- Preparing an outline of the steps demonstration to be done. This matter done to avoid failure.
- Doing a demonstration trial. Testing includes all the necessary equipment.

(ii) Implementation stage

The opening step, before the demonstration done there are a few things to be done, as follows:

- Arrange the seating allows all learners can see clearly what is demonstrated.
- State what goals should be achieved by learners say and what tasks should be done by learners, for example assigned to note things that are important part of the demonstration.

The step of implementing the demonstration, start demonstration with its activities stimulate students to think. For example the questions contains puzzles so it's encouraging students interested in paying attention demonstration.

- Create an atmosphere that cools and avoid the atmosphere stressful.
- Ensure that all students following the course of the demonstration.
- Give opportunities to students to actively think further according to what is seen from demonstration process.
- Steps to end the demonstration, if demonstration is done, process learning needs to end with give certain existing tasks relation to the implementation of demonstrations and the process of achieving learning objectives.

Function of Demonstration Method

According to De Porter and Hernacki, the roles of the media in general, demonstrations in particular, and their contributions to language learning (2004: 13) are to create an optimal physical or mental environment."

In addition, Sukartiwi, quoted in Depdiknas (2004:13), demonstrates that demonstration offers several advantages in teaching-learning processes: improving the morale of students, preventing the frustration of students learning in the classroom, ensuring that teaching-learning processes are systematically working, making it easier for students to grasp the orders of the teacher, creating the context.

Demonstration Method Benefits

- Student's attention can be more focused
- The Student's learning process is more focused on the material being learned.
- Experience and impressions as a result of learning that are more inherent in Student
- give students the opportunity to witness directly by demonstrating or demonstrating to students a particular process, situation or object that is being studied
- can make students be more active and pay attention to what one of the students is practicing front of the class

Using Demonstration Method in Teaching Writing

According to (Barclay & Vynckt, 1984) Demonstration is away to show how to do something step by step so that the students can learn new skills and how to do something themselves. From the definition, we can expect that demonstration is a strategy utilized in the instructing and learning cycle to show something straightforwardly. Most understudies experience issues when their instructor requests that they compose. One reason they experience issues composing is on the grounds that they frequently don't have the foggiest idea what to compose in view of an absence of language or jargon and ideas. This condition is positively a test for educators to make composing exercises more powerful, appealing and charming.

Language teachers should build an engaging learning experience by concentrating on the sense of action or in other words, the physical success of language learners. Demonstration is part of the modeling text in this review, since modeling will indirectly include students and physical activity. As described before, when using objects or items, time can be saved by displaying the objects explicitly is a quicker process than speaking or describing.

The learning-teaching period consists of three stages, as described by Firkins, Arthur, Forey, Gail, and Sengupta, Sima (2007: 7): a. The

modeling of text b. Joint document creation c. Independent text construction. The teacher implicitly generates tangible experience for students. In general, younger students require more realistic knowledge that encourages learning. After the demonstration, students are supposed to be able to write their impressions in the form of procedural text.

The getting the hang of encouraging period comprises of three phases, as depicted by Firkins, Arthur, Forey, Gail, and Sengupta, Sima (2007: 7) a. The modeling of text b. Joint document creation c. Independent text construction. The instructor verifiably produces unmistakable experience for understudies. By and large, more youthful understudies require more practical information that energizes learning. After the showing, understudies should have the option to compose their impressions as procedural content, as follows:

a. **Planning**

In the demonstration process, the teacher prepares the move, including the things to be done and the key points to be stressed with each step. And plan the apparatus required for the experiment as well.

b. **Lesson Introduction**

The teacher describes the learning objective, so that the students realize what they're trying to do.

c. **Performance in Implementation**

The teacher needs to reflect on what the students can see the purpose of what the teacher has done. Then the instructor slowly and deliberately shows each move. And with example and clarification, add proof.

d. **Supervision**

The teacher requires students to write down the prior achievement target, the content used, and all the actions shown by the teacher.

Evaluation

Multiple Choice

1. The method used to teach participants by telling and demonstrate a working step something, called...
   a. Lecture
   b. Question and answer
   c. Demonstration
   d. BCCT

2. Demonstration method is done through several stages include...
   a. Preparation, implementation stage, closing
   b. Early, middle, final stages
   c. Stage one and three
   d. Preparation and implementation stage

3. Activity ends demonstration in method the demonstration was held when...
   a. Closing Stage
   b. Core Stage
   c. Final Stage
   d. Implementation Stage

4. Demonstration exercises utilized in the instructing and learning cycle to show something is finished...
   a. direct
   b. indirect
   c. not real
   d. closed

5. When understudies experience issues composing since they don't know vocabulary and ideas, then as a teacher they should...
   a. let it go
   b. makes writing boring
   c. make writing effective and interactive
   d. don't take action

6. The example of implementing a written demonstration method is..
   a. shows the steps in the procedure text
   b. explain the learning material
   c. ask and answer
   d. make a speech
7. The first procedure of applying demonstration methods in teaching writing is....
   a. Lesson introduction
   b. planning
   c. Performance In Implementation,
   d. Supervision
8. The step procedure for applying the demonstration method in teaching correct writing is
   a. Introduction to lessons, planning, Supervision, performance in implementation
   b. Performance in implementation, introduction of lessons, plans, supervision
   c. planning, introduction of lessons, performance in implementation, supervision
   d. planning, Supervision, performance in implementation, introduction of lessons
9. In the demonstration process, the teacher prepares the steps and also plans the equipment needed for the experiment called....
   a. Lesson introduction
   b. Performance In Implementation
   c. Supervision
   d. Planning

10. To improve student skills in the demonstration teaching writing method, what a teacher must do is …
    a. Improve vocabulary and concepts.
    b. Improve grammar skills
    c. Improve reading skills
    d. Improve listening skills

Essay

1. What is The Demonstration method?
2. What is Definition of The demonstration method from Muhibbin Syah, 2013: 22
3. Please mention benefits of demonstration method?
4. Why most students have difficulty when their teacher asks them to write?
5. Mention the three stages of teaching-learning from by Firkins, Arthur, Forey, Gail, and Sengupta, Sima (2007: 7)?

TEACHING LISTENING DEMONSTRATION

Teaching listening is a very important duty to hold, teachers are able to mend the mind and the basic skills available in every brain to adapt to the languages that are being learned, and it is to a degree somewhat amazing. The listening skill is used mainly so much to understand languages, the ability to listen, understand and talk back is such an automatic process for all of us that we don't realize that it used to take an incredible amount of effort just to understand a single thing.

It did happen, when we were babies and toddlers, even now the thought of having to listen, understand, and talk back in Japanese for someone who isn't even fluent in Japanese would haunt them for the rest of their life with shame. That's just how important listening is.

Even though there are other alternatives when people aren't able to listen in, that just makes it all the more important to carve our concentration skills by understanding that listening works by demonstrations and hands-on practice, not theories or methods.

According to modern methods of Teaching Listening Skills article by Christine Switzer, there are modern methods of teaching listening and traditional ones, we are going to talk about the modern methods in this part of the book.

Interpersonal Activities

Believe it or not, hanging out with friends and understanding their language through lingos and usually talked words and slangs are one of the best modern ways to teach listening to yourself, or in a classroom situation when you are a teacher.

Demonstration: you can make a student pretend interview another student as if they are a fluent speaker in the selected

language. Or you as the teacher can give them homework or assignment where they are needed to talk to each other with fluent language of your choosing. Make the students use a recorder to verify the assignment's authenticity.

Group Activities

Larger group activities such as hang outs with more than 2 people are a great way to boost public speaking skills and listening skills at the same time. When it comes to students teachers can even encourage them to ask questions during an activity, and push them to take notes so they can review what they listen to later.

Demonstrations: You as the teacher can help the students understand listening by teaching them to blend in, make sure to divide them into large groups where they will sit in a large circle, and then have each individual student share their name or hobbies and the rest goes on from there! Make sure to make them use the language that you choose to focus on! English for example.

Audio Segments

This really did confused me when I searched up and try to understand more about it, but it actually makes a lot more sense the more you understand. Basically, students can understand different words or such through an online teaching listening class that is light and fun with the main activity being listening to podcast or audio books.

Demonstrations: You as the teacher can task the students to a homework where they will be needed to enjoy a podcast or an audiobook in their free time and then make a throughout review about plus a link where you can find the said audio segment. This assignment or homework can be a large percentage of your grade thing so the students will put in much more effort in perfecting their reviews!

Video Segments

Video segments is arguably the most easiest form teaching listening method demonstration that exists almost everywhere on the web. Youtube for example, has silly sketches, funny comedians and short-term funny videos with people talking with each other in a myriad of different langauges. Now you can see how easy it is to learn English from youtube, it's basically always at the pillowy cavern of our pockets, reachable only a few hand moves away.

Demonstrations: Ask the student to list all of their favorite youtube sketch videos and ask to watch them together at school or at lunch.

Evaluation

Multiple Choice

1. What are the one of methods that are mentioned?
    a. Listening
    b. Speaking
    c. Writing
    d. Audio Segments
2. What are the methods that are written here for?
    a. Speaking
    b. Writing
    c. Listening
    d. Hula-hooping
3. What are the modern methods that have been mentioned?
    a. Video Segments
    b. Audio Segments, Video Segments
    c. Interpersonal and group activities
    d. Audio segments, video segments, interpersonal and group activities

4. What makes listening so great?
    a. We won't be able to listen, understand, and talk back if we don't have listening.
    b. Listening and writing is as important and those two are not in competition.
    c. Writing is great.
    d. Listening can make you super buff

5. What are the demonstrations for audio segments like?
    a. Watching youtube to understand more words
    b. Hang out with friends so we can understand their slangs
    c. Listening to audiobooks and podcasts to broaden our vocabulary
    d. Stay at home and read a book with music at the same time.

6. What are some of the things that people that aren't unable to hear can't do?
    a. Listening, understand and talk back.
    b. Dance to music
    c. Pick out specific colors from different colors.
    d. Everything but C

7. What are the things that are mentioned as questions for this paper?
    a. To understand methods of listening
    b. To understand methods of writing
    c. To understand methods of speaking
    d. To understand methods of listening and writing

8. How to understand listening?
    a. Listening is involuntary, even with only time you can get a hang of it.
    b. By reading books and methods only.
    c. By hands on practice and full on doing.
    d. I can't listen

9. Can teaching listening be hard?
    a. Yes, but sometimes.
    b. Yes because it has many risks.
    c. Not really, listening is involuntary and with time people can do it.
    d. There's only lesson for concentration, not listening!
10. What is the title of this paper?
    a. Teaching Reading
    b. Teaching Listening Demonstration
    c. Teaching writing demo
    d. Demonstration

Essay

1. What is the demonstration for audio segment?
2. What is the demonstration for video segment?
3. What is the demonstration for interpersonal activity?
4. What is the demonstration for group activity?
5. What is the point of the conclusion?

TEACHING SPEAKING DEMONSTRATION

In this era, English is becoming a global language in the world. Being able to speak English benefits people in many aspects starting from science, economics, technology, and many more. It will lead people in getting more knowledge about anything and also give them advantages in getting jobs for a better life. And speaking is the skill in English subject to achieve all of it. Speaking is one of the four main skills in English which can be defined as a part of communication. Speaking is when you delivering ideas or expressing your thoughts using oral communications. When learning speaking, the very first time of speaking experience is very important for learners. Some of the experts stated that success or unsuccessful learner is in learning speaking is based on their first time teaching.

The beginning is influenced on how the learners processed the skill to speak in English for the next. If the teacher fails in giving a good procedure of speaking English in early time, the learners are expected to fails for the next time. Fails here means that learners would have feel that the teaching is bad and it makes them have a bad syndrome about it. In comparison, if it is being taught well in the beginning learners would have a positive assumption or remark on English materials especially speaking. As for that, teacher must be able to provide a teaching method that is suitable for them. Demonstration method is likely to be the right choice for teaching speaking to learners due to its method which demonstrating, illustrating, and giving instructions related to the subject. To understanding better, this paper will further discuss about the detail of demonstration method and its impact on teaching speaking skills.

Definition of Demonstration in Teaching

Demonstration method is described as one of teaching methods where teachers demonstrating or illustrating the subject or the materials that is being presented using items, events, rules, and also the sequences of an activity. Demonstration method could help the learners to give illustration and to make learners to understand better against the material described for using tools display and use visualization media that can help learners to better understand. This demonstration method has various advantages during the learning process. It is when a teacher is carryout the learning process in front of the class. With utilizing supporting media, learners are expected to become better understand about the material described so that the learning process carried out by learners get maximum result.

Demonstration method is defined as a teaching technique by giving demonstration and performing certain actions, circumstances or object, or just a clone. Nevertheless, the method of presentation is accompanied with the explanation from the teacher. Even though when using this method, learners is concentrating only on their teachers.

According to Drajat, the demonstration method is a method that uses demonstration to explain or understand or to show how to do something to the other participants. Demonstration is an effective learning method because learners is able to know immediately the application of the material in everyday life.

According to Prof. Dr. Winarto Surakhmad M. Sc. Ed, demonstration method is a teacher, an outsider accidentally requested, or learners show the class process.

According to S. Kathleen, demonstration method is a process of learning / teaching methods using an object / involves the use of picture with the goal of learners will be more active and easily understand material presented in a learning process.

According to Steven Brown, demonstration method is a technique in teaching which used modeling tool to explain an

understanding/to display the way to do something for the learners in the learning process.

Phases in Demonstration Method

a. First Phase: Preparing

At this phase, the teacher should formulate or making targets of the teaching or what want the learners reached after the demonstration classes ends. In other words, teacher makes the objectives of teaching using this demonstration method. After done writing the goals, they must write the steps. The last thing to do at this phase is to test the demonstration that you have prepared.

b. Second Phase: Implementing the Method

According to Ronni Chernoff stated:

i. Opening

Before implementing the method, teachers must pay attention to the things as listed below.

- Organizing the student's seats in conducive way so that they can clearly pay attention to what is being demonstrated in front of them.
- Informing learners about the targets or the goals that they have to get.
- §Informing the student about the task they should be done, for example student is asked to note lionized things of implementation of demonstration method.
- Understanding your audience
- Making aims or objectives of the study.
- Planning the time schedule for the preparation
- Planning the class activities that you want to apply using demonstration method

Advantages of Using Demonstration Method
- Making the teaching clearer and more concrete
- Helping learners to understand what is being learned easier
- The teaching process is more interesting and enjoyable for learners
- Learners are stimulated to actively observe, adjusting theory and theory reality and try to implement all by themselves.

Disadvantages of Using Demonstration Method
- Requiring the particular skills of the teacher where if it is not supported, the implementation of demonstrations will not be effective and successful.
- The facilities such as equipment, tools, places, and also money are very minimum and rarely available.
- The preparation of using this demonstration method is taking a lot of time, to the extent that it could take other class hours. As a result, this method must be combined with other teaching methods in order to get a good result.

The Benefits of Using Demonstration Method in Teaching Speaking for Learners

In relation to the speaking skills, it is stated that using demonstration method can help the learners in improving their vocabulary and grammar skills. Why? Because when teacher teach speaking with this method, they eventually give the example or the experience of using various kinds of grammar with right sentences to the learners. Learners are not only silently watch the explanation of their teacher but they also have to copy it or use it in real situations.

Demonstrating the speaking skills eventually make the learners feel fun and enjoy. It put the classroom in a good, active, and positive mood. Krashen, (1982, p. 143) stated that three essential effects of demonstration in teaching effectively are: (1) attractive classroom and a pleasant classroom atmosphere; (2) a teacher with a dynamic personality who can show off what's being learn or the materials and

know how to encourage the students to learn; and (3) a state of relaxed alertness in the students. It is ended is beneficial to make the new learners who just started speak English to know more about the vocabulary and to give encouragement as well as motivation for the students in learning the language itself. By using demonstration method, learners is actually being stimulated for practicing responses in English. Besides, the actions being presented through demonstration is used for making the learners know the right words to describe those actions. Moreover, using tools such as the real object, the actions, the drawing or picture, the expressions, the body language for class activities could be benefit in lowering the anxiety of the learners. One more benefit added is that this method is seen as interesting method that matched with learners personality. The using of the method is to brighten up atmosphere into a fun class, making them enthusiastic in learning English. Cameron (2001, p. 64) stated that learners can easily understand and know in particular context about words because there are many new kind of words being used that considered good, the amount of using picture with words is high, and lastly hints or clues to describe in text are useful.

Evaluation
Multiple Choice
1. What is the definition of demonstration method?
    a. It is about imagining something
    b. Teaching methods where teachers demonstrating or illustrating the subject or the materials that is being presented using items, events, rules, and also the sequences of an activity.
    c. Teaching method where teachers are explaining all the material
    d. It is a technique about learning by doing

2. Which one of the things below that considered as demonstration method?
   a. Giving instructions to the learners
   b. Making learners read in silence
   c. Playing games with the learners
   d. Having a group discussion with the learners
3. How is Steven Brown sees demonstration method?
   a. He sees it as method of teaching that uses modelling tool
   b. He sees it as method of teaching that uses speaking patterns
   c. He sees it as method of teaching that uses teaching aids
   d. He sees it as method of teaching that uses digital education tools
4. What are the two phases in demonstration method?
   a. Preparing and Implementing
   b. Planning and Organizing
   c. Preparing and Organizing
   d. Implementing and Planning
5. What is the first thing to do in the preparing phase of demonstration method?
   a. Formulating the targets of teaching
   b. Planning the goals of teaching
   c. Writing the steps of teaching
   d. Reading the goals of teaching
6. What is the fifth step in the second phase of implementing in demonstration method?
   a. Understanding your audience
   b. Making aims or objectives of the study.
   c. Planning the time schedule for the preparation
   d. Planning the class activities that you want to apply using demonstration method

7. Which one of the subject below is impacted from using demonstration method according to the paper?
   a. Grammar and Vocabulary
   b. Vocabulary and Sentences
   c. Tenses and Pronunciation
   d. Pronunciation and Vocabulary
8. Below is the advantages of using demonstration method for teaching, except?
   a. Making the teaching clearer and more concrete
   b. Helping learners to understand what is being learned easier
   c. The teaching process is more interesting and enjoyable for learners
   d. Learners are expected to get a bad result of using the method
9. One of the minus side in using demonstration method is?
   a. Having a lot of money for the equipment
   b. Taking a lot of time for preparation
   c. Helping the learners in learning new vocabulary
   d. Making the learners interesting in learning speaking
10. Here are three essential effects of demonstration in teaching, except?
   a. Having an attractive classroom and a pleasant classroom atmosphere
   b. Teacher with a dynamic personality who can show off what's being learn or the materials and know how to encourage the students to learn.
   c. Having a state of relaxed alertness in the students.
   d. Knowing literally zero about the vocabulary and grammar in speaking skills

Essay

1. What does demonstration method mean generally?
2. Explain the definition of demonstration according to expert!
3. Mention the advantages of using demonstration method in teaching!
4. Mention the disadvantages of using demonstration method in teaching!
5. How is demonstration method be benefit in teaching speaking? Explain!

STRATEGIES OF LEARNING

Professional teachers are required to display their skills in teaching in front of the class. One of these abilities is delivering lessons to students. Teachers need to recognize the types of effective and efficient learning strategies so that the objectives of learning can be realized and the quality of students increases. Selection of the right learning strategy also has an impact on the level of mastery of learning of students.

Then, basically, learning is an effort in the search for meaning which is marked by changes in a person's personality to obtain goodness and progress. Learning is a process of mental adjustment in going through new experiences. The purpose of learning is not just remembering the appropriate answer to a question, but how we construct the expected meaning.

Age, habits, social environment, goals, and motivation are some of the ways that individuals learn. The various methods have their own characteristics. This characteristic is known as a learning strategy.

Broadly speaking, the learning strategy is a method for learning that is used by students. Concept mapping is a tool for students to achieve the goals of learning strategies, namely meaningful learning which will be very useful for their lives in the present and in the future.

Definition of Learning Strategy

The word strategy, which comes from Latin, is defined as the art of using plans to achieve goals. Learning strategies can be used to achieve various goals of learning at various levels and in different contexts. Strategies are also ways chosen to convey material within the scope of learning that can give a good impression of the learning experience to students. This is not only limited to the procedure, but also included in the material.

The sequence of activities, how to organize materials, tools, and materials, and the time used in the learning process is a combination of learning strategies. Arends (1997: 224) also said that, "*Learning strategies that refer to the behavior and thought processes used by students that influence what they learn, including memory and metacognitive processes.*".

The sequence of activities, how to organize materials, equipment and materials, and the time used in the learning process are all integrated into the learning strategy. The learning strategy consists of methods and techniques that ensure students understand and can achieve learning objectives. The pattern or sequence of teacher behavior also accommodates all learning variables systematically and consciously. In the process, the pattern of learning activities chosen by professional teachers must also be contextual, in accordance with student characteristics, school conditions, the surrounding environment, and the specific learning objectives that have been formulated. There is also a need to have a link between the learning strategy and the objectives so that the steps for learning activities can be achieved effectively and efficiently.

Factors and Classifications of Learning Strategy

The learning success of students will certainly not be separated from the factors that influence it. These factors consist of the teacher presentation model in the form of modules and books or lesson units, the teacher's personality and attitudes that affect the improvement of the students' learning process, a comfortable teaching and learning atmosphere that adapts to the age of students, good teacher competence that can affect the quality of students., and the conditions of the wider community will help or damage the educational outcomes of students in schools.

Whereas the classification of teaching and learning strategies includes identifying and determining specifications and qualifications for changes in behavior and personality of students, selecting

appropriate and effective teaching and learning procedures, methods and techniques, selecting a system of teaching and learning approaches that are in accordance with the aspirations and views of life of the community, and norms and minimum limits of success or criteria so that they can be used as guidelines by teachers in evaluating the results of teaching and learning activities which will be used as feedback for the improvement of the overall instructional system.

Application of Effective Learning Strategies for Students

In the implementation of learning management, seriousness needs to be done through careful planning by utilizing existing resources and paying attention to the level of intellectual development and learning psychology of students. Teachers who are professional and succeed in making it happen will create better quality graduates than teachers who just do it in moderation without paying attention to factors that can affect the success of the learning process.

The *"go to your post"* learning strategy is one strategy that stimulates the interest of students. With the interest from within students, the learning outcomes will automatically increase. The true false learning strategy according to Solihatin (2007) is one of the cooperative learning models because the learning strategy process is true and false in a chain of learning and working in small, collaborative groups whose members are 4 to 6 students with heterogeneous group structures.

This cooperative learning is a learning model in which students learn and work in small groups collaboratively with a heterogeneous group structure. The success of learning from groups also depends on the abilities and activities of group members, either individually or in groups.

Cooperative learning is also a learning model that is widely used today to realize student-centered teaching and learning activities. It also helps overcome problems that teachers find in activating students who are difficult to cooperate, aggressive, and don't care

about their surroundings. The procedure for implementing this learning strategy is as follows:

a. Determine the topic and reading material to be studied.
b. Make several statements about the reading text that contain elements of true or false.
c. These statements are grouped into several groups
d. Divide students into groups according to the number of papers made.   Groups consist of 3-4 people. Each group is given a paper containing a statement.
e. The task of each group is to write down the statements they have, then determine whether the statements are true or false.
f. After all groups have finished doing their assignment, the paper is turned to give to the group beside them.
g. After each group received a new paper, the assignment as step no. 6 repeated.
h. When finished, repeat step "f" and step "g" and so on.

The teacher clarifies by reading the existing statements. Each group was asked and their answers compared with the answers of the other groups.

Learning outcomes that are obtained from implementing learning strategies like this, namely the ability to express knowledge in the form of language orally or in writing increases, intellectual skills consisting of the ability to categorize, analytical-synthesis of facts, and develop scientific principles for the better, the ability to transmit, directing and solving problems becomes easier, the ability to arrange physical movements in matters and coordination is manifested, and the attitude of accepting and rejecting based on objective assessment can be wiser.

The Importance of Learning Strategies in the Teaching and Learning Process

A teacher will be familiar with the term learning strategy which is a sophisticated scientific field because it includes a very broad

scientific field. The methods, theories, concepts, and models really help educators to maximize teaching and learning activities to be more effective. The learning strategy that it implements must also be linear, which means that it is in accordance with applicable principles, such as pedagogical and educational principles. Implementation which is carried out carefully and must not deviate requires good quality human resources to support achieving its goals. Human resources without a strategy in the learning process will be in vain because they are ineffective. The arrangement is useful in determining the direction of learning to be targeted as desired.

Then, in this millennial era, the benchmark for the nation's progress is viewed from the aspect of its human resources. This requires a nation to strengthen the education sector. With a superior education sector, superior human resources will be created. One of the important things in making it happen is the existence of a learning strategy. This strategy also focuses on student activities that are fair, imaginative, creative, and democratic.

A learning atmosphere that applies such an attitude will make students comfortable, as well as their potential to be actualized to face new challenges in future life. Millennial life which is full of tough competition requires educators and students to prepare it through a strategy that has been formed.

The teacher's role is also very important in this learning strategy. Teachers who have self-quality, both academically and morally, will motivate students to continue to improve their quality as well. Because after all, learning activities are motivating, encouraging, moving, guiding, and directing so that their students have a passion for learning by using cognitive, affective and psychomotor potentials. With a learning strategy, teachers will find it easier to determine information and manage the learning stage to be more effective and attractive.

Evaluation

Multiple Choice

1. An effort in the search for meaning which is marked by changes in a person's personality to obtain goodness and progress is definition of…
   a. Learning Strategy
   b. Learning
   c. Strategy
   d. English Learning Strategy

2. Why the responsibility of educators to students is very large?
   a. Because educators are teacher
   b. Because they have excellent job
   c. Because they determines the direction of a nation's education
   d. Because they have good attitude

3. Things that result from learning strategies, except…
   a. The ability to express knowledge in the form of language orally
   b. Intellectual skills consisting of the ability to categorize
   c. Makes students becomes teachers
   d. Analytical-synthesis of facts

4. What is the ideal number of students in the "true false learning strategy" in each group?
   a. 2-3 students
   b. 3-4 students
   c. 4-5 students
   d. 1-2 students

5. Learning model in which students learn and work in small groups collaboratively with a heterogeneous group structure is definition of…

a. Cooperative learning

b. Elaborate learning

c. Heterogeneous Learning

d. Learning Strategy

6. What is the main focus of implementing the learning strategy, except…

a. Fair

b. Imaginative

c. Wise

d. Creative

7. Based on Latin, strategy has a meaning…

a. The way to becomes a good educators

b. The purpose from an ideal teachers

c. The achievement of the good teachers

d. The art of using plans to achieve goals

8. What is the strategy that stimulates the interest of students?

a. The *"go to your post"*

b. The *"go to your goal"*

c. The *"go to your dream"*

d. The *"go to your place"*

9. The learning strategy consist of…

a. Methods and techniques

b. Methods and steps

c. Techniques and steps

d. Step and main idea

10. The learning strategy that it implements must also be linear, which means that it is in accordance with applicable principles, such as….

a. Pedagogical and economic principles.

b. Pedagogical and school principles.

c. Pedagogical and educational principles.

d. Pedagogical and social principles.

Essay

1. What must teachers have to motivate their students?
2. What is "the true false learning strategy"?
3. What will a professional teacher get?
4. What is definition of learning strategy consist of Arends point of view?
5. State the factors of the learning strategy!

TEACHING PRACTICE

Teachers are proficient instructors who have the essential obligation to instruct, to educate, to manage, to coordinate, to prepare, to survey, and to assess understudies from youth training to optional schooling level (Presiden Republik Indonesia, 2005). Teachers significantly affect the training achievement. Teaching is the usual purposeful sharing of information and experiences, which is typically coordinated inside a control and, generally the encouragement of boost for mental and scientific development of a person by others. Teaching can also be defined as providing knowledge or instructing someone about instructions to accomplish something, or cause somebody to learn or comprehend something by example or experience. Teaching is the calling of the individuals who give guidance, particularly in a rudimentary or an auxiliary school or in a college. Despite the fact that their jobs and capacities shift from nation to nation, the varieties among educators are commonly more prominent inside a nation than they are between nations. Since the idea of the exercises that establish educating relies more upon the age of the people being instructed than on some other a certain something, it is valuable to perceive three subgroups of educators: grade school, or primary school, instructors; optional teachers, and college instructors. Teaching practice rehearses by and large reflect convictions and morals about the teaching and learning process. It is subject teaching that takes place in a real classroom environment. Good teaching practices are a major influence in student learning, a desired outcome, and a central goal of higher education institutions (Flinders University). Teachers strive to adhere to the principles of good practice in an effort to provide the best learning experience for their students. Teaching practice is an encouragement to improve the abilities of future teachers. Student improvement in teaching practice is the way to use it successfully.

Definition of Teaching Practice

Teaching Practice is an opportunity for teachers to comprehend the job and activity of how the matter of teaching is finished. Teaching practice is an impermanent time of instructing in a school attempted under management by an individual who is preparing to turn into a teacher. Teaching practice rehearses by and large reflect convictions and morals about the teaching and learning process. It is subject teaching that takes place in a real classroom environment. According to (Azzar, 2009) the effectiveness of learning measures inside and outside the classroom is controlled by the skills of the instructor. Teachers ought to have at any rate four skills to be specific, pedagogical competence, professional competence, personal competence, and social competence. A pedagogical competence is the capacity that should be controlled by teachers in dealing with the learning cycle, for example, planning and executing learning and all the more significantly their comprehension towards understudies to turn into a decent facilitator in building up students latent capacity. The second competence is professional competence that means proficient skill which implies teachers' capacity in dominating the learning materials in specific subjects. Teachers should comprehend the materials already to convey the materials generally and profoundly to students, so it will make a significant learning cycle and students will be sure about the teachers' capacity. The third is personal competence which is characterized as teachers' capacity to turn into a good example for students including consistent character, insightful, an honorable character, and definitive. The last competence is a social competence. It is implies teachers' capacity to collaborate with students, different educators, and the network. The four competence should be perceived and controlled by an educator to make a viable realizing which is succeed and have the option to accomplish most extreme outcomes.

The teaching practice should be arranged, so that it suits its motivation, in light of the fact that the encouraging practice can be

a truly unpleasant encounter if students don't plan well. The pedagogical preparation is directed from the courses taken by students identified with different types of the learning planning until the assessment cycle. The learning readiness through different courses can help students in a proficient learning measure (Mannathoko, 2013). The learning planning comprises of the creation of syllabus, lesson plan, and various learning media, while the readiness of assessment measure comprises of the creation of different things of assessment as various decision, paper, or other assessment structures. The preparation proportion of professional competence is conducted by extending and growing the comprehension of a particular subject.

As indicated by Mannathoko (2013), some things that must be prepared for teaching practice are teaching and demonstrating certain learning techniques, knowing the subjects and materials to be taught specifically, and making a schedule to ensure that each student gets direction from the manager and follows through in every direction. According to Ogonor and Badmus, 2006, the effective usage of teaching practice didn't just rely upon teaching practice students, yet in addition instructors as supervisors who gave directions and bearings to the students. Being an administrator, the teacher additionally experienced different obstacles in managing students in the teaching practice program. A few obstacles were identified with the learning devices and time portion. The delay in submitting learning devices or exercise plans became issues that a few teachers needed to experience. In addition, another obstacle was the restricted time in giving guidance. However, most teachers as managers didn't encounter huge requirements in controlling teaching practice students. Some constraints experienced by educators made instructors couldn't give greatest direction to teaching practice students.

Objectives of Teaching Practice

As indicated by Public Colleges Commission (NUC, 2007) Benchmark and National Commission for Colleges of Education (NCCE, 2015), the accompanying arrangements of targets have been set up for why teaching practice is a compulsory part of teacher preparing.

- To open student educators to reality homeroom encounters under the oversight of expert instructors.
- To give the discussion to student educator to decipher instructive hypotheses and standards into training.
- To empower understudy instructors find their own qualities and shortcomings in study hall instructing and give occasions to empower them address their shortcomings and advance their qualities.
- To acquaint understudy educators with genuine school climate as their future work place.
- To give understudy educators an open door for additional securing of proficient aptitudes, abilities, individual qualities and experience for full-time instructing after graduation.
- To help understudy educators build up an inspirational demeanor towards the instructing calling.
- To fill in as a methods for evaluating the nature of preparing being given by educator preparing foundations.

The main goal of teaching practice is to give hopeful teachers testing, significant, and rewarding field experience to instill basic showing essential teaching skill and expert development. A definitive objective of training practice is that students will be more acquainted with the school climate, the school authoritative, and a scholarly climate.

Basic Teaching Skills

Teaching skills are the most explicit instructional practices that teachers should have to do showing assignments successfully,

proficiently and expertly (As Gilcman, 1991). According to Turney (1973) there are 8 basic teaching skills that a teacher must master. The 8 basic teaching skills are as follows.

a. *Questioning Skills*

In essence, through asking we will know and get information about what we want to know. Associated with the learning process, the activity of asking and answering questions between the teacher and students, between students, shows that there is a dynamic and multi-directional interaction in the classroom. Asking exercises will be more powerful if the inquiries posed are adequately profound, straightforward or applicable to the subject being talked about. The teacher's objectives for asking other questions are:
- Curiosity
- Stimulates thinking function
- Develop thinking skills
- Focus students' attention
- Diagnosing student learning difficulties
- Communicate the expectations the teacher wants from his students
- Stimulate discussion and show attention to students' ideas and applications as student subjects.

b. *Reinforcement Skills*

Reinforcement is a reaction to a conduct that can increase the likelihood that the behavior will repeat itself. Techniques for providing reinforcement in learning activities can be done verbally and nonverbally. Verbal reinforcement is an appreciation expressed verbally, while nonverbal reinforcement is expressed by mimics, gestures, giving something, and so on. The benefits of strengthening for students are to increase attention in learning, generate and maintain behavior, foster self-confidence. Components and Principles of Strengthening Skills, The components are: Verbal reinforcement, expressed using words

of praise, appreciation, approval and so on. And non-verbal reinforcement, consisting of strengthening in the form of mimics and body movements, strengthening by approaching, strengthening by touch (contact), strengthening with fun activities.

c. **Variation Skills**

In learning activities, the definition of variation refers to the actions and actions of the teacher, intentional or spontaneous, which are intended to stimulate and bind students' attention during the lesson. The main goal of the teacher to make variations in learning activities is to reduce student boredom, so that their attention is focused on the lesson. Skills Components for Conducting Variations The skills for conducting variations consist of three main groups, namely; Variations in teacher teaching styles/styles, variations in the use of media and teaching tools, Variations in student interaction and activity patterns.

d. **Explaining Skills**

What is meant by explaining skills is the introduction of data orally which is coordinated systematically to show that there is a relationship with each other. The components of explaining skills are divided into two, namely: Planning, this includes analyzing the problem as a whole, determining the types of relationships that exist between the elements associated with the use of law, formulas in accordance with predetermined relationships. And the presentation of an explanation, taking into account the following matters: clarity, use of examples and illustrations, application of stress, and use of feedback. The importance of mastery of explaining skills for the teacher is that this mastery allows the teacher to increase the effectiveness of the use of time and presentation of the explanation, stimulates the level of student understanding, helps students expand their knowledge horizons, and overcomes the scarcity of books as a learning tool and resource. Explaining activities in learning activities intend to assist

understudies with understanding different ideas, laws, techniques, equitably, manage understudies to get questions, increment understudy inclusion, offer understudies the chance to live the thinking cycle and get criticism on understudy understanding.

e. **Opening Lessons**

Components and principles in opening lessons: Relationships with Classroom. Opening lessons must be in accordance with the interests and needs of students. The teacher must also be able to generate interest in learning until students can focus their attention on the lesson.

f. **Closing Lessons**

The components and principles in closing the lesson: Summarizing the lesson. In closing, the teacher should provide a summary of the lessons that have been delivered. Lesson summaries are no longer in the form of class discussions or delivery of lesson outlines, but contain summaries of things that are conveyed during lesson hours by emphasizing the basic facts of the lesson. The closing time of the lesson is the perfect time to present the next lesson plan. The teacher can provide a lesson overview for the next meeting. Hopefully this can stimulate their desire to learn.

g. **Skills to Guide Small Group Discussions**

Group discussion is a methodology that permits students to dominate an idea or take care of an issue through a cycle that gives occasions to deduction, social association, and rehearsing uplifting perspectives. In this way group discussion can expand student inventiveness, just as encourage relational abilities including language skills.

h. **Classroom Management Skills**

The components and principles of classroom management skills, namely, preference is related to the ability of teachers to take initiative and control lessons and repressive, which is related to teacher responses to ongoing student disturbances with the

intention that teachers can take remedial actions to restore learning conditions optimal.

i. ***Small Group and Individual Teaching Skills***

Teaching small groups and individually allows the teacher to pay attention to each student as well as a closer relationship between the teacher and students and students. This teaching format is portrayed by a more personal and sound relational connection between the instructor and understudies, the opportunities for students to pick up as indicated by to their abilities, interests, methods, and speed, assistance from the teacher, involvement of students in designing their learning activities, and the existence of opportunities for teachers to play various roles in learning activities. The components and principles of these skills are: Skills to approach personally, Organizational skills, skills to guide and encourage learning, Skills to plan and actualize educating and learning exercises, Skills to design and implement learning activities.

The Role of Teaching Practice in Teacher Education

There is overpowering agreement that teaching hone is central to teacher education programs all over within the world (Kasanda, 1995; Ngidi & Sibaya, 2003:18; Marais & Meier, 2004:220; Perry, 2004:2). Menter (1989:460) emphasizes the thought of teaching practice as an experiential practice by featuring writing related with the apprenticeship model to the idea of field/school insight. Teaching practice encourages, provides opportunities, and empowers prospective teachers to:

*   Get to know more about the school network that combines tutor instructors, school heads, students, study rooms and school schedules.
*   Continue to start taking control of the day to day study space and school obligations.

- Work with people and small gatherings, also, the whole class as allocated by the tutor educator.
- Find out how to build a semester teaching plan with teachers and managers.
- Begins to take control of more obligations and show the whole class practice.
- Plan and educate yourself for a set period of time each day.

Evaluation

Multiple Choice

1. Some things that must be prepared for teaching practice are…
   a. teaching and demonstrating certain learning techniques
   b. knowing the subjects and materials to be taught specifically
   c. making a schedule to ensure that each student gets direction
   a. just rely on students readiness
2. An opportunity for teachers to comprehend the job and activity of how the matter of teaching is finished is the definition of…
   a. Teaching
   b. Practice
   c. Teaching Practice
   d. Evaluation
3. How many basic skills should the teacher have?
   a. 2
   b. 8
   c. 4
   d. 7
4. Teaching practice encourages, provides opportunities, and empowers prospective teachers to…

a. find out how to build a semester teaching plan with teachers and managers

b. do not care about the school environment

c. working with groups becomes boring

d. cannot create evaluation forms

5. Skills to approach personally, Organizational skills, skills to guide and facilitate learning, Skills to plan and implement teaching and learning activities, Skills to design and implement learning activities are the competence and principle of … skills.

a. Classroom management skills

b. Small group and individual teaching skills

c. Questioning skills

d. Variations skills

6. Actions of the teacher, intentional or spontaneous, which are intended to stimulate and bind students' attention during the lesson is the definition of…

a. Management

b. Teaching

c. Learning

d. Variations

7. The main goal of teaching practice is…

a. To open student educators to reality homeroom encounters under the oversight of expert instructors.

b. To give the discussion to student educator to decipher instructive hypotheses and standards into training.

c. To empower understudy instructors find their own qualities and shortcomings in study hall instructing and give occasions to empower them address their shortcomings and advance their qualities.

d. To give hopeful teachers testing, significant, and rewarding field experience to instill basic showing essential teaching skill and expert development.

8. The learning planning comprises of, except…
    a. Syllabus
    b. Students
    c. lesson plan
    d. learning media
9. The teacher's objectives for asking other questions are:
    a. Curiosity
    b. Stimulates writing function
    c. Develop reading skills
    d. Removes the focus of student attention
10. Organized systematically to show that there is a relationship with one another is the meaning of…
    a. Questioning skills
    b. Variations skills
    c. Explaining skills
    d. Reinforcement Skills

Essay
1. What is teaching practice?
2. What can be learned from teaching practice?
3. Mention the 4 competencies that teachers must have!
4. What are the basic skills a teacher must have?
5. Mention a few things that should be ready for teaching practice!

SECTION 4: APPROACH

Learning is seen as a conscious effort of an individual to obtain overall behavior change, cognitive, affective and also psychomotor aspects. However, nowadays in practice, the learning process in schools seems to be more likely to emphasize the attainment in cognitive aspects, which carried out through various forms of approaches, strategies and certain learning models. Conceptually and empirically it is believed that the affective aspect plays a very important role in the level of one's success in work and life as a whole. However, affective learning is more often carried out and developed outside the formal school curriculum. Therefore, the approach should give a special space in the learning process. Then student can learn a lot with special treatment from teacher and the purpose of teaching, humanize the human can be reached.

CONCEPT OF APPROACH

Learning English has been a strategic tool for human resource development at various times in education history. Learning English as an overseas Language is essential, particularly for instructional purposes. Knowing English provides several advantages. There is an acceptance that there is a high demand for English as a language for communication. Effort a high proficiency in English is additionally seen as a quality for daily activity. As a result, somebody will boost their information through assorted media within which English becomes the tool of instruction. However, teaching English is not easy. With totally different talent levels in every student, academics should use effective strategies to learn. Teachers should be creative in choosing materials and stimulating the student's interests.

The teacher needs to manipulate several strategies to support the teaching and learning process as Oxford (1990:8) declared that strategies could make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. To improve students' English communicative competence, the teachers hopefully give their students various teaching approaches – learning processes, and the students are expected to employ those approaches in the learning process. In foreign language learning, practitioners and researchers' interests have geared toward selecting and adopting successful language learners.

Teaching methods are an essential aspect of teaching and learning, such as determine the activities of teachers and students, the quality of the teaching process, implicitly sending a message about what teaching is, how children learn, what knowledge is. Following contemporary conceptions of teaching methods, the plurality teaching methods' thesis and the need for more balanced use of different teaching methods. In addition to the thesis of the plurality of teaching methods, current evidence suggests that

teaching methods, their function is achieved only in the specific context. These findings open up a different insight into the understanding of teaching methods and their impact on teaching quality. The analysis method of applying teaching methods in the teaching process can lead to a deeper understanding of students' knowledge, teachers' work, and understanding the method's educational function in the present context.

From the description, the writer wants to share some information about the learning approaches' concepts. That is why the writer took the title "CONCEPT OF APPROACH." This paper is expecting to be a reference for readers to improve the quality of education.

Definition of Approach

When language specialists educated to boost pedagogy quality, they typically did by about the prevailing principles and theories concerning languages learned, drawn and arranged in memory, or structured. In describing the methods, the variations between the philosophy of language teaching at the number of theories and principles and a group of teaching procedures are central.

In education systems, learners are expected to show initiative in learning processes, inspecting learning materials, and understanding contents. The growth of information within and out of college doors is barely potential if students have skills that initiate, guide, and manage the rummage around for info and its process and storage.

Indeed, the educational approach is really important for manifesting the orientation from the point of view of teaching and learning. According to Dart & et al. (2000), the educational approach may be anchored within the philosophical and instructive teaching and learning strategies. It manifests the learning objectives and orientation and furthering knowledge, repetition, reconstruction, application, understanding, observation from an unusual perspective, and shaping thought. The students are expected to explore more about the understanding of the material.

The construct of approaches is a broader term than methods. It is a degree of reading, no scientific logic, a group of ideas, and also the overall view or idea to face a problem. It is the personal philosophy of teaching. The teaching approach is like the form or the way we teach or how we do it. According to Anthony (1963), as cited in Richards and Rodgers (1986), an approach is a set of correlative thoughts dealing with the origin of language teaching and learning. It describes the origin of the subject matter to be taught. According to Anthony's model, the approach is when assumptions and beliefs about language learning are specified. Following Anthony, approach refers to theories about the origin of language and language learning that serve as the source of practices and principles in language teaching.

The Importance of Teaching and Learning Approaches

Every teacher develops the complex task of teaching. The way one introduces a topic that raises the question makes assignments. All these and hundreds of other behaviors together make up a teacher's classification by researchers, colleagues, and students. The traditional teaching style is described as a teacher-directed approach, while in the transitional style, both teacher and students are expected to assist each other during the teaching and learning process. The logical and proper relationship and friendship of teachers' ratio with their students' achievement and retention of learning should be considered too.

The curriculum developments following its educational goal relating to the stakeholders, environment, and also the education program. In an exceeding room teaching setting, of course, the tactics are essential; but, its uses need to consistently contemplate the opposite elements of the curriculum as a result of they are reticular to succeed in the academic goal. Following the previous opinions, the flexibleness of the method utilization may be highlighted regarding the teaching goal, considering who the

stakeholders (actors) are, wherever the environment, and the education program.

Kinds of Approaches

As described from the definition, approaches refer to the systemization about the derivation of language learning. So it should have many ways to manifesting it. According to Arvind (2017), there are numerous approaches employed in the teaching and learning process. The subsequent are the most approaches to teaching-learning:

a. *Teacher-centered Approach*

Teacher centered approaches are a lot of traditional that specialize in the teacher because of the instructor. They are typically referred to as direct instruction, deductive teaching, or expositive teaching and are typified by the lecture-type presentation. In teaching methods, the teacher controls what is to be tutored and how students are bestowed with their knowledge. The general role figure in a teacher-centered Approach is the teacher itself. "Blank Papers" are the view of a students, which they are indirectly gain knowledge led by their educator, on a purpose of good result from checking and evaluation. This approach made evaluations and teaching into two different existence.

b. *Student-centered Approach*

Student-centered approaches (sometimes referred to as discovery learning, inductive learning, or inquiry learning) takes place a far stronger emphasis on the learner's role in the learning process. When using student-centered approaches to teaching, set the learning agenda, but have much less direct control over what and how students learn. This could be the ways to manifesting the self-learning process for the students. Even though they still play a main role in the classroom, teacher are tend to be equal to the students in Student-centered Approach. The teacher's main role is to facilitate and train student learning and overall comprehension of material, and to inquire student learning using

formal and informal evaluation, such as group projects, class participation, and individual approach. In the student-centered approach, teaching and evaluations are in one form because student keep learning as the teacher's instruction initiated.

c. **High-Tech Approach**

As the name said, high-tech approach is an effort to utilize the recent technologies to improve the teaching and learning quality. The advancements in technology propelled and aid student's learning progress in the classroom or outside of classroom by using tablets,computer and other gadgets. Internet technology also advantageous in teaching-learning progress as it offers unlimitied recources for both teacher and students.

d. **Low-Tech Approach**

While high-tech approach has changed the education, many teachers prefer the more traditional way, low tech. The two precence, teacher and students are required in some of learning styles. Furthermore, it has found that traditional way of learning or low tech approach are tend to improve learning. In one case, memory of students that having notes by writing them down are way better thatn the ones that type it. Another disadvantage of technology in the teaching learning progress are may be that students that is supported by spell checking and auto correct system may be exposed to inadequity of writing and reading skills. Finally,printing skills of learning to various type of students is essential. Better result oftenly found using low tech approach.

e. **Inductive and Deductive Approach**

In the inductive approach, students move from the specified terms to the general terms. At first, many examples are put forward to the student, and then he draws out a conclusion based on these examples. The students need to focus so they could understand more about the material. The deductive approach is the opposite of the inductive approach because it is a first principle or rule put in front of students, and it is clarified by giving examples.

f.   *Herbartian Approach*

Johann Friedrich Herbart provided this approach. He suggested that teaching must be actively planned if we were to do it. This approach is based on the theory of appreciative learning. That theory proposes that the learner is like a clean slate, and all the knowledge is given from outside. If new knowledge is imparted by linking with the student's old knowledge, it may be acquired quickly and retained for a more extended period. The teaching content should be presented into units, and units should arrange in a logical sequence.

g.   *Evaluation Approach or Bloom's Approach*

B.S. Bloom gives the concept of the evaluation approach. His main emphasis was that testing should be based on teaching, and both these activities should be objectives centered. Today teaching is organized by using the evaluation approach. Under this approach, a yearly plan and unit plan are prepared. It has three main steps: formulating educational objectives, creating learning experiences, and evaluating the changed behavior.

h.   *RCEM Approach*

This approach is developed at the Regional College of Education Mysore (RCEM). In this approach, the teaching-learning situations, strategies, and aid material are appropriately stated in its name. It has three steps, together with Input, Process, Output.

Evaluation

Multiple Choice

1. The educational approach may be anchored within the philosophical and instructive teaching and learning strategies. This sentence stated by..

    a.   Anthony (1963)

    b.   Dart & et al. (2000)

    c.   B.S. Bloom

    d.   Arvind (2017)

2. In teacher focused approach, the teacher…
    a. Take the control of the class
    b. Evaluating the learning process
    c. Ignoring students
    d. Make a new curriculum
3. These are the steps of RCEM Approach, except?
    a. Input
    b. Process
    c. Evaluation
    d. Output.
4. The learner is like a clean slate, and all the knowledge is given from outside. This sentence refers to…
    a. Inductive and Deductive
    b. Curriculum Approach
    c. Student-centered Approach
    d. Theory of appreciative learning
5. Efficient growth of knowledge inside and outside of school is only possible if students have these things, except..
    a. time
    b. skills
    c. guide
    d. control

Essay
1. In education systems, learners are expected to?
2. What is the definition of approach?
3. What do we need to do by using student-centered approach?
4. What is the deductive approach?
5. How does the curriculum developing?

CLASSROOM MANAGEMENT

Classroom management is one of the essential skills that teachers must have. According to Eggen and Kauchack (2004) there are four essential abilities that teachers must have, as follows:

- knowledge of content that is knowing the material to be taught.
- pedagogical content knowledge that is knowing how to present the material to be easy to understand.
- general pedagogical knowledge that is knowing the learning strategies, one of which is class management.
- knowledge of learner and learning that is knowing the students and the learning process.

Here will discuss various views, definitions, and objectives of class management. By understanding and mastering the ability to manage the classroom, teachers will be able to manage their classes well so that the teaching and learning process can run smoothly.

Definition of Classroom Management

English is a global language that ought to be learnt by individuals in each country, included Indonesia. Effective English language teaching and learning method was required for students. Whether the classroom is effective to support teaching and learning method was influenced by several factors like teaching strategy, managing classroom and students themselves.

Classroom management is one in all the necessary aspects in teaching English. Classroom management utilized by the teacher will influence the teaching English. So, the teacher is challenged ought to be able to manage the clasroom, together with making and maintaining the best learning conditions.

According to Allen (2010:2), Classroom management is a complex set of skills that includes more than just being able to influence and control student behavior, there remains an overall impression that classroom management is primarily about discipline.

Maman Rachman (1997:93) explained that "Class management or also called class management is an action that refers to activities that seek to create and maintain optimal conditions for the occurrence of effective learning processes". To create optimal conditions, it requires various measures of activities to prevent inappropriate behavior and step activities to improve deviant behavior that has already occurred. In line with this Maman Rachman (1997:94), revealed that: The series of steps of class management activities refers to: preventive measures with the aim of creating favorable learning conditions, and corrective actions against deviant behaviors that can interfere with the optimal conditions of the ongoing learning process.

Referring to two actions in class management activities namely preventive measures (preventive) and healing measures (keratif), the class management action also leads to the management of preventive dimensions and measures of managing the healing dimension.

Classroom management is one of the skills that a teacher must have in managing the classroom. Effective classroom management will create an optimal teaching and learning process. There are some differences in thinking about how best to manage the class. The differences include:

- The old view emphasizes the creation and application of rules to control student behavior while the new outlook focuses on the need for students to develop relationships and opportunities for self-organizing.
- Old views that orient pupils to passive attitudes and adhere to strict rules can undermine pupils' involvement in active learning, thinking, and social knowledge construction while new views in classroom management place more emphasis on mentoring students to be more self-disciplined and less emphasis on external control over pupils.
- In the old view teachers were considered as regulators while in the new view teachers were more considered as guides, coordinators and facilitators.

From the statements above, Classroom management can be defined as the actions teachers take to build and maintain an environment that fosters students' academic achievement as well as their social, emotional, and moral growth. In alternative words, the aim of classroom management isn't to order for the order however rather commands for the sake of learning.

The Purpose of Classroom Management

There are four reasons why classes should be well managed. The first reason is the availability of more time for learning. One of the important objectives of classroom management is to increase the minutes provided for learning and reduce the time of activities that are not oriented to the goal. It is called allocated time. The time used to be actively involved in certain learning tasks is often called engaged time. Engaged time does not guarantee learning. Students may struggle with overly difficult material or use erroneous learning strategies. Academic learning time is the time used by students to work with a high success rate. Another purpose of classroom management is to improve academic learning time by keeping students actively involved in benefiting and appropriate learning activities.

The second reason why classes should be well managed is to give all students access to learning. The way to give all students access to learning is to make sure that everyone knows how to participate in various classroom activities. The key is consciousness.

The third reason why classes should be well managed is to help students to become more able to manage themselves (management for self-management). The intent of discipline is self-control. Students learn self-control by making choices and facing the consequences, setting goals and priorities, managing time, collaborating to learn, mediating disputes and reconciling, and developing trusting relationships with teachers and classmates.

The goal of the latter class management is to prevent students from experiencing academic and emotional problems. A well-run class will not only improve the learning process but also help prevent the development of emotional and academic problems. A well-run class will provide activities where students become absorbed and motivated to learn and understand the rules and regulations that must be adhered to. In such classes students are less likely to experience emotional and academic problems.

Factors Affecting Classroom Management

Success or not in realizing class management activities, of course influenced by various factors. In line with this, Hadari Nawawi (1985:116) mentioned that there are several factors that affect class management, such as:

- Curriculum
- Buildings and facilities
- Teacher
- Pupils
- Class dynamics
- Environment

These six factors do not stand alone but link or influence each other to realize effective and efficient class management.

The Approaches are used in Classroom Management

a. Classroom Management Approach by Designing a Class Physical Environment

In classroom management the physical environment design class is more than just the arrangement of goods in the classroom. A good classroom will invite and support a positive teaching and learning process. There are four principles in class planning. These principles include:

- Reduce the density in the place of passing traffic.
- Make sure the teacher can easily see all the students.

- Student teaching materials and equipment should be easily accessible.
- Make sure students can easily view all class presentations.

In relation to class planning, there are two basic ways to organize space, namely private territorial areas and areas of interest. There are other class styling styles, such as:

- The style of the auditorium is that all students face the teacher. This arrangement limits the contact of students face-to-face and teachers are free to move anywhere. Auditorium style is often used when the teacher is teaching or someone gives a presentation in class.
- Face-to-face style of students facing each other.
- The off-set style of a number of students (usually three or four children) sits on a bench but does not sit face to face with each other.
- The style of the seminar is a large number of students (10 or more) sitting in a circular, or square, or bentk U arrangement.
- Cluster style i.e. a number of students (usually 4-8 children work in small groups.

b. Classroom Management Approach by Creating a Positive Learning Environment

Creating a positive environment for learning can make the teaching and learning process run well and smoothly. Common strategies to provide a positive environment include authoritative style and effective class management. Authoritative teachers will have pupils who tend to be independent, not quickly satisfied, willing to work with friends, and show high appreciation. Authoritative style differs from authoritarian and permissive strategies that are ineffective. Authoritarian class management style is a restrictive and punitive style. The main focus is on maintaining order in the classroom, not on teaching and learning. Students in this class tend

to be passive. The permissive style of classroom management gives pupils a lot of autonomy but does not provide much support for the development of their learning skills or behavioural management. Students in this class tend to have inadequate academic skills and other self-control.

According to Martynn Long there are three approaches in teaching including formal approach, progressive approach and student-centered approach. In a formal approach, teachers become central to the teaching and learning process. Teachers are considered to be the center and manager of knowledge. The progressive approach emphasizes freedom, activity and discovery in learning. The student-centered approach sees students as active and free learners. The teacher serves as a facilitator. Effective managing class activities can be done by:

- Shows how far they "follow" The term is known as "withitness" to describe strategies where they always follow what is happening. Teachers like this will always monitor students regularly.
- Overcome overlapping situations effectively with group focus. Maintaining group focus means keeping as many students as possible engaged in proper classroom activities and avoiding narrowing engagement to just one or two people.
- Maintain the smoothness and continuity of the lesson by keeping the flow of lessons smooth, maintaining the interest of the students and keeping the students from being easily disturbed. This strategy is known as "movement management". Movement management means keeping lessons and groups moving at the right speed and flexible with smooth transitions and variations.
- Create, teach, and maintain rules and procedures. The regulations mention expected and prohibited actions in the classroom. Rules are often written and pasted. In setting the rules, teachers must consider what kind of atmosphere they want to create. The rules created must be consistent with school rules and also follow the principles of learning. Procedures are often called routines

describing how various activities are carried out in the classroom, but they are rarely written, they are just a way to get things done in class.

• Invite students to work together. This can be done by establishing a positive relationship with students and inviting students to share and take responsibility. Establishing a positive relationship with students can be done by showing attention to the students. Attention causes classes to be felt safe and comfortable for pupils and they feel treated fairly. With the teacher knowing the needs and anxieties of the student and also having good communication skills and expressing his feelings to the student effectively, the atmosphere of the class will be calm and relaxed. In addition, inviting him to share and take responsibility for making class decisions is believed to increase students' commitment or compliance with the decision.

c. Classroom Management Procedure

Maman Rachman (1997:93) explained that "Class management or also called class management is an action that refers to activities that seek to create and maintain optimal conditions for the occurrence of effective learning processes".

To create optimal conditions, it requires various measures of activities to prevent inappropriate behavior and step activities to improve deviant behavior that has already occurred. In line with this Maman Rachman (1997:94), revealed that: The series of steps of class management activities refers to: preventive measures with the aim of creating favorable learning conditions, and corrective actions against deviant behaviors that can interfere with the optimal conditions of the ongoing learning process.

Referring to two actions in class management activities namely preventive measures (preventive) and healing measures (keratif), the class management action also leads to the management of preventive dimensions and measures of managing the healing dimension.

The preventive dimension is the teacher's action in regulating students and the right learning tools and formats so as to foster favorable conditions for an effective and efficient learning process. While the curative dimension, is an act of deviant behavior that has already occurred so that the deviation is not protracted. In this case the teacher tries to raise awareness of the deviations made and will eventually raise awareness and responsibility to improve themselves through planned and accountable activities.

d. Preventive Procedure

Preventive measures are actions taken before the appearance of deviant behavior that interferes with the optimal conditions of learning. The preventive measures are carried out as follows:
- Increased self-awareness as a teacher
- Raising student awareness
- The innocent and sincere attitude of the teacher
- Get to know and find management alternatives
- Creating social contracts

e. Procedure of Healing Dimensions (Curative)

The steps carried out in the healing dimension are as follows:
- Identify the problem
- Analyzing problems
- Assess solving alternatives
- Get feedback/feedback

Class management is the basis of activities that can have a preventive and curative dimension, so that the planning of class management procedures towards preventive and curative dimensions, all boils down to or towards the expected goal. The goal is to create conditions and maintain optimal conditions that support the implementation of the teaching and learning process.

Regulations in the Classroom

Every human being needs and has the right to pursue education. So big is the role of education in one's life that it can be likened to two sides of a coin that cannot be separated. If one of them is damaged or lost, the value of the currency will be damaged and even the usefulness of the currency will be completely lost. This is more or less the same as what Ali (2003) explained that if someone is left without education it is tantamount to raising wild animals that are very dangerous and deadly to people's lives. Education without humans will never work and humans without education will never succeed. Nelson Mandela said that *"education is the most powerful weapon which can use to change the world"*.

The teacher is the most important thing in the world of education, because the teacher is a source of knowledge and/or media for students to gain knowledge. The definition of a teacher in simple terms is a person who facilitates the process of transferring knowledge from learning resources to students (Husnul Chotimah: 2008). Compared to other educational supports, it is teachers who have a big share in determining the quality of education. Teachers must have academic qualifications and competencies as learning agents, physically and mentally healthy, and have the ability to realize the goals of national education (Mulyasa: 2003). The world of education will not be complete if there is no teacher even if science and technology develop more and more, the existence of teachers in the world of education can never be replaced.

Apart from being the source and intermediary of knowledge, the teacher has responsibility for each student he teaches. Teachers have the responsibility to shape good character, character and abilities for their students. For this reason, teachers have special authority over the learning environment in which they teach. This is in line with the statement from Dr. Moh. Uzer Usman (1996) states that the definition of a teacher is anyone who has the duty and authority in the world of education and teaching in formal educational institutions.

With the responsibility and authority they have, the teacher is needed to make several rules or regulations at least at the class level so that they can control the classroom situation and the learning atmosphere so that students are comfortable, safe, and interested in learning. That's why teachers play an important role in classroom management at least during their lesson hours. And good management requires professional teachers. There are several components that must be fulfilled by a professional teacher, as expressed by Johnson (1980: 12) which states that: "there are 6 (six) elements of teacher competence, namely elements of real behavior (Performance), professional teaching materials, processes, adaptation and attitude elements that support performance, the next sixth, these elements will appear in a form of real teacher behavior in the learning process."

Establishing rules or regulations to students is very necessary. Because students tend to think about doing what they think is fun without thinking well and deeply about the consequences of their behavior. This understanding is also more or less similar to the statement made by Dian Mulyasri (2010) in her writing that "adolescence is indeed a fun time as well as the most difficult period in one's life. At this time a child begins to look for identity." and from Hurlock (1980: 2006), said that adolescence is a period where an individual experiences a transition from one stage to the next and experiences changes in both emotions, bodies, interests, behavior patterns, and is also full of problems. So, it is not taboo if students easily lose interest and enthusiasm in studying just because of trivial things. Which interest they learn can affect their level of understanding and the results they will get. That's why it is necessary to make rules made by teachers and/or education personnel to control student emotions and direct them to a better direction through the world of education.

From the description above, the writer wants to provide a little information about what are the rules or regulations that can make

students consistent in maintaining the enthusiasm for learning so that the knowledge given by the teacher can be understood and applied optimally to advance people's lives.

Teachers are the best guides for their students. A teacher must have the right attitude in order to be emulated by students. However, a teacher is still a human being who sometimes makes mistakes, this is one of the important reasons why special teacher rules must be made, obeyed, and implemented.

Dewey stated that effective education comes primarily through social interaction and that school settings should be considered as social institutions (Flinders & Thornton, 2013). He views education as "a life process and not a preparation for future life" (Flinders & Thornton, 2013, p.)

This teacher regulation must be made in conjunction with all components of the school, especially the teacher itself and the school committee, so that all these rules are fair to all. Side, strict without consideration, and orderly like tut wuri handayani.

The Role of Teachers and Students in the Classroom

In the world of education it is certain that the terms teacher and student will be found. Even though the two are inseparable, they both have their respective roles that are different from one another but complement each other. As taken from lecturer *Pendidikan.com*, there are several roles of teachers in the classroom which have been summarized based on statements from several figures such as Manan (1990), Pullias and Young (1988) and Yelon and Weinstein (1997), they are:

- Teachers as educators: The teacher provides knowledge that can shape the character and morale of students to be good.
- Teacher as Teacher/Instructor: The teacher provides knowledge about the sciences that can be analyzed, defined, and or calculated.
- The teacher as a guide: The teacher provides emotional, creative, moral and spiritual direction to students.

- The teacher as the manager of learning: The teacher is responsible for the learning environment he holds.
- Teachers as models: The teacher is a figure who is used as a role model for students in behaving and behaving.
- The teacher as an emancipator: The teacher observes and understands the strengths and weaknesses of each student.
- Teachers as evaluators: Teachers as observers and assessors of student development.
- Teacher as Culminator: The teacher directs the learning process in stages according to the students' abilities from beginning to end (culmination).

In addition to teachers in class, there are also students. According to Law No. 20 of 2003 students are members of society who try to develop their potential through the learning process available at certain paths, levels, and types of education. More briefly, Samsul Nizar (2002: 47) explains that "Students are people who are developed". There are several characteristics possessed by students in general, this has been explained by Tirtaraharja, (2000) states that the characteristics of students include individuals who have unique physical and psychological potential so that they are unique creatures, individuals who need guidance. individuals, individuals who are developing or children experience changes in themselves naturally, and individuals who have the ability to be independent in their development students have the ability to develop towards maturity.

There are several characteristics of students that the teacher needs to know so that they are able to position themselves when interacting with them. This characteristic is mentioned by Edi Suardi (1984) who says that there are 3 (three) characteristics possessed by students, such as:
- Weakness and helplessness
- A creature that wants to develop
- Students who want to be themselves

By knowing the characteristics and characteristics of students, it is hoped that the teacher can more easily understand what is needed by them and be able to position themselves when facing them even in unpleasant circumstances.

Teaching Rules that Can Be Applied in the School

School discipline refers to the acts taken against a student or group of students) by a teacher or the school organization when the conduct of the student disrupts the ongoing instructional activity or violates a school-created law. In order to help them learn to take better care of themselves, other people and the world around them, discipline can direct the actions of children or set limits.

School systems set rules and are subject to punishment if students violate these rules. These rules which for example, describe the expected school uniform, punctuality, social behavior, and work ethic standards. The word "discipline" is used to refer to the penalty that is the product of violating the laws.. The purpose of discipline is to set limitations on certain activities or actions that are seen as negative or against school policies, educational expectations, school practices, etc The emphasis of discipline is changing and new methods are emerging because of particularly high dropout rates, unfair punishment of minority students, and other educational disparities.

Teaching Rule is an significant first step in helping children understand what is required of them in class is to create and show rules. However if kids learn the rules and observe them in a number of environments every day the instructor must teach the expected rules and behaviors purposefully and consistently. Teachers may do this by creating laws, including the child in the process, discussing them with the child, and if necessary, offering extra support. In colleges, there are several laws that usually apply. There are some rules that generally exist in schools:

a. ***Act in Your Students' Best Interest***

Always do what you believe is best for your students because as are your number one priority. Whenever making a decision, ask yourself, "How does this benefit my students?" If you can't come up with an answer, reconsider your choice.

b. ***Build Important Relationships***

Focus on establishing meaningful, cooperative relationships with everyone you encounter. Building strong relationships with your students, peers, administrators, and parents will ultimately make your job easier.

c. ***Be Explicit about Rules and Expectations***

Clearly establish rules, expectations, and procedures on the first day of school, then discuss and reference them often. Students cannot be expected to be held accountable for their actions if they do not know how they should behave. Be firm, fair, and consistent for a classroom that runs more smoothly.

d. ***Be Fair and Consistent***

Your students watch for this and are quick to notice disparities. Do not undermine your own authority and the relationships you have worked hard to build by playing favorites or showing prejudice.

e. ***Be Prepared***

Take a cue from the boy scouts and always be prepared! Preparation will not guarantee success but lack of preparation makes it much less likely. Put in the time to engage your students, craft effectual lessons, and provide useful feedback.

f. ***Learn Every Day***

Teaching is a journey that will provide you with many opportunities to learn but you have to be open and willing to take them. You should strive to improve your teaching each and every day, even when you've been in the classroom for years.

g. **Leave Your Problems at The Door**

Never bring your personal problems or issues into the classroom—leave them at home. Your students should never know when something in your personal life is bothering you.

h. **Involve Families**

Parents can make or break their children's education, and as such, teachers must do their part to engage even the most reluctant parents in the learning process. Provide plenty of opportunities for parents and guardians to become involved and feel welcomed into your classroom.

i. **Protect Your Students**

Protect your students at all costs. It is your job to ensure that your students are safe and secure at all times. Practice safety procedures frequently in class and never allow students to engage in reckless behavior. Discuss safe behavior outside of school too.

j. **Protect Yourself**

A teacher must never put themselves in a compromising situation that will bring harm to their career or person. They should always be aware of their surroundings and never allow themselves to be too vulnerable or have their reputation called into question. Protect yourself from danger by maintaining self-control and staying alert at all times

k. **Routinely Provide Motivation to Students before Teaching**

In the classroom a teacher will teach several students who may have different traits, characters, interests and talents. However, with the education system in this country requiring all students - especially junior and senior high school levels - to study all subjects, it is likely that students will lose their enthusiasm for learning and make it difficult for them to understand these subjects. Therefore, it is necessary that the role of the teacher as a motivator that can arouse their enthusiasm for learning. Motiavation can be given conditionally. However, avoid giving motivation that has a similar flow over and over again, because

it will affect the level of comfort of the student towards the motivation of the teacher.

l. *Discipline*

The rules of self-discipline are not only carried out by students but also by teachers as role models for students. Not infrequently it is found that the time discipline rules - not late - are only strict with the students while the teacher can take a leisurely stroll past the students who are being detained to be punished for being late. This indiscipline will affect the quality of education. Some students may imitate these bad habits in the future or even when the student has grown up and become a teacher, he can make the same mistakes and so on until it is like an inheritance.

m. *Listen Consciously and Attentively*

In this case, when the lesson is in progress and the teacher is teaching / talking, make rules so that students really focus on listening. Forbid them from touching objects or doing activities that can distract them, such as playing with the pen, writing, scribbling, whispering, sitting back in a chair, etc. This also applies to teachers who have to listen to students when giving arguments or questions, even though these arguments feel uncomfortable to hear, listen to them until the end.

n. *Provide Strict Punishment for Violators*

Giving punishment will make students not underestimate these rules so that they will think again about breaking them. The punishment can also be a lesson for other students not to do the same.

o. *Arranging Seats in Rotation*

The ability of students to understand the lesson can also be affected by the seat they occupy. The front seat is the best seat to help students learn better. Because students can face the teacher directly and see the blackboard more clearly, besides that, there is minimal interference from other students, this can help students concentrate better. Therefore, by making these

rules it is hoped that all students can maximize their learning activities in a balanced manner.

p. *Read 10 Minutes before The Main Activity*

Applying the rules of reading the lesson that you want to teach at that time can make it easier for students to understand the lesson, because at least they will have a picture in their brain when the teacher is explaining. That's why let students read for 10 minutes about the material to be taught.

q. *Students Give Responses Regarding The Material Taught That Day*

To measure the extent to which students understand what has been taught, ask a few students to respond based on their opinions. Do this in every meeting but with different students until all students feel their part in responding.

Those are the rules that can be applied in the classroom that can be considered by educators to apply during teaching. These rules can be reduced or added depending on the situation and or the needs of students and their environment.

Evaluation

Multiple Choice

1. According to Martynn Long there are three approaches in teaching. What are they?
   a. Formal, progressive, and student-centered approach
   b. Formal, preventive, and student-centered approach
   c. Formal, curative, and progressive approach
   d. Progressive, preventive, and formal approach
2. What is the goal of the latter class management? is to prevent students from experiencing academic and emotional problems.
   a. To encourage students from experiencing academic and emotional problems
   b. To allow students from experiencing academic and emotional problems

ENGLISH LEARNING STRATEGY:
   Concept, Principle, Methodology, and Approach

c. To prevent students from experiencing academic and emotional problems

d. To bring in students from experiencing academic and emotional problems

3. What kind of class styling if a number of students (usually three or four children) sits on a bench but does not sit face to face with each other?

a. Face to face style

b. The off-set style

c. The style of the seminar

d. Cluster style

4. The style of the seminar is....

a. All students face the teacher

b. Face-to-face style of students facing each other

c. A number of students (usually three or four children) sits on a bench but does not sit face to face with each other

d. A large number of students (10 or more) sitting in a circular, or square, or U shape arrangement

5. What is reventive procedure?

a. Preventive measures are actions taken from the appearance of deviant behavior that interferes with the optimal conditions of learning

b. Preventive measures are actions taken right when the appearance of deviant behavior that interferes with the optimal conditions of learning

c. Preventive measures are actions taken before the appearance of deviant behavior that interferes with the optimal conditions of learning

d. Preventive measures are actions taken after the appearance of deviant behavior that interferes with the optimal conditions of learning

6. What is the benefit from understanding and mastering the classroom management?
   a. Teachers will be able to manage their classes bas so that the teaching and learning process can run smoothly
   b. Teachers will not be able to manage their classes well so that the teaching and learning process can run smoothly
   c. Teachers will be able to manage their classes well so that the teaching and learning process can run harshly
   d. Teachers will be able to manage their classes well so that the teaching and learning process can run smoothly
7. What is the role teacher in the present?
   a. As the falicitator who guide their students to become a capable person
   b. Become a teacher who limits the student's knowledge
   c. Leading its students to a fool
   d. As a teacher who works freely
8. The class management action leads to the management of managing the healing dimension.
   a. Formal and curative
   b. Preventive and measures
   c. Preventive and curative
   d. Curative and progressive
9. What is curative dimension?
   a. Is an act of deviant behavior that has already occurred so that the deviation is not protracted.
   b. Is an act of normal behavior that has already occurred so that the deviation is not protracted.
   c. Is an act of othodox behavior that has already occurred so that the deviation is not protracted.

d. Is an act of propose behavior that has already occurred so that the deviation is not protracted.
10. In Classroom Management Procedure, Maman Rachman (1997:93) explained that.......
    a. "Classroom management is one of the essential skills that teachers must have".
    b. "Classroom management is a complex set of skills that includes more than just being able to influence and control student behavior, there remains an overall impression that classroom management is primarily about discipline".
    c. "Class management is the process of planning, implementing and evaluating teachers, either individually or with or through others (such as peers or students themselves) to optimize the learning process".
    d. "Class management or also called class management is an action that refers to activities that seek to create and maintain optimal conditions for the occurrence of effective learning processes".

Essay
1. What is the four reasons why classes should be well managed?
2. Why the effective English language teaching and learning method was required for students?
3. What is the difference between the role teacher in the past and now?
4. In classroom management there are class styling styles. If you were a teacher, which one do you use to teach your students?
5. What are the factors that affect classroom management?

COGNITIVE LEARNING THEORY

anguage learning can function admirably if there is adequate information on the qualities and conduct of learners. In teaching and learning process, there are consistently students who succeed well and students who are less successful. This is brought about by different factors, one of which is the learning technique or system of the individual who learns. All types of language educating can be developed well if we have sufficient knowledge of learning and the teaching and learning measure itself.

Learning methodologies are the strategies picked to convey topic in a specific learning climate, which incorporates the nature, degree, and succession of exercises that can give learning encounters to understudies. Dick and Carey (1996) contend that learning strategies are restricted to movement systems, yet in addition incorporate learning materials or bundles. The learning technique comprises of the multitude of segments of the topic and the methodology that will be utilized to assist understudies with accomplishing certain learning goals. Learning systems can likewise be deciphered as examples of learning exercises that the instructor picks and uses relevantly, as per understudy qualities, school conditions, the general climate and figured explicit learning destinations. Garlach and Ely (1980) additionally said that there should be a connection between learning systems with learning targets, to acquire viable and proficient strides for learning exercises.

Cognitive strategies are all learner behaviors in the teaching and learning process that relate to the use of learners' thinking power. This strategy can take the form of various activities. In one study, six kinds of cognitive behavior were determined which were expected to represent this strategy. The six behaviors are: correcting one's own mistakes, using gesture gestures, practicing words, writing in a notebook, reading from the blackboard, and staring at the instructional media.

Cognitive theory emphasizes that learning is more determined because of the efforts of each individual in an effort to explore knowledge through the world of education. The arrangement of these conditions is not as a cause of the learning process for students, but through the exploration of knowledge in person, it is directed to facilitate students in the learning process. Student activeness is a very important element in determining learning success. Independent activity is one of the factors to achieve maximum results in the learning process. Educators (teachers) and educational designers and developers of learning programs need to be aware of the importance of understanding the nature of learning. Learning theory such as cognitive theory is important to understand and apply according to the conditions and learning context at hand.

This section examines the cognitive view of the learning process and the application of cognitive theory in order to improve student achievement. Each educational theory has weaknesses and strengths. Professional educators/teachers will be able to choose which theory is appropriate for certain purposes, the characteristics of certain subject matter, with the characteristics of the students being faced, and with the environmental conditions and the available facilities and infrastructure.

Cognitive Learning Theory Definition

Etymologically, the expression "cognitive" comes from the word cognizance, which means understanding. From a wide perspective Cognition is the securing, course of action, and utilization of knowledge. In resulting advancements, this cognitive gets well known as one zone of human psychology or an overall idea that incorporates all types of acknowledgment that include any psychological conduct identified with issues of understanding, focusing, giving, thinking, considering, envisioning, assessing, thinking and conviction. Including psychiatric that is centered in the brain is also connected with conation (will) and affection (feelings) related with taste.

Cognitive learning theory is a learning hypothesis that is more concerned about the learning process than the learning results themselves. For disciples of this school, learning doesn't simply include a perplexing point of view.

Cognitive theory gives numerous principle ideas in instructive brain research and impacts the advancement of the idea of knowledge. This hypothesis examines the rise and obtaining of schemata (plans of how an individual sees their current circumstance) in formative stages and when an individual gains better approaches for intellectually introducing data. Cognitive theory is characterized under constructivism, not nativism theory, which describes psychological improvement as the emergence of innate knowledge and capacities.

Cognitive theory contends that learning doesn't just include a connection between stimulus and reaction. More than that, learning includes an unpredictable perspective. Science is implicit an individual through a continuous process of connection with the environment. This process doesn't run in pieces, in isolation, however through a flowing, constant, and thorough process. Like someone who plays music, not only understand the musical notes on the score as independent and independent information, but as a whole that enters their thoughts and feelings. In addition, in cognitive psychology, humans first make whole observations, analyze them, and then re-synthesize them.

Principles of Cognitive Learning Theory

Cognitive learning theory explains learning by focusing in on the progressions in mental cycles and structures that happen because of endeavors to sort out the world. Cognitive learning theory is used to explain simple tasks such as remembering telephone   numbers and complex such as solving obscure problems. Cognitive learning theory is based on four basic principles, such as:

- Learners are active in an effort to understand experience.
- The understanding that learners create relies upon what they definitely know.
- Learn to build understanding from notes.
- Learning is an adjustment in an individual's psychological structure.

a. *Are Students Active?*

Cognitive learning theory depends on the conviction that learners are dynamic in attempting to see how the world functions, this conviction steady with Piaget and Vygotsky's perspective on learners' advancement. Learners accomplish more than respond. They look for data that encourages them from addressing questions; they adjust their agreement dependent on new information, and change their perspectives in light of expanded arrangement. Cognitive learning theory sees people as "goal-directed agents who actively seek information"

b. *Understudies Understand Depends on What They Knows*

In their mission to see how the world functions, students decipher new encounters dependent on what they definitely know and believe. For instance, regularly children keep on accepting that the earth is flat even after the teacher explains that it is a ball. Some children at that point draw a level surface, for example, on or on a ball. They contemplated that individuals couldn't walk on a ball, and the possibility of a level surface was that children knew and comprehended plans to assist them with clarifying how individuals could stand or stroll on the world's surface. This model additionally encourages us see why clarifying is regularly incapable at changing students' arrangement.

c. *Building Learners' Understanding from Records*

Students do not behave like tape recorders, recording in their memory in the form in which it is presented everything, the teacher tells them or what they read. All things being equal, they use what they definitely know to build understanding of what

they hear or read that sounds good to them. In their journey to make new data reasonable, they can drastically adjust it, so can children who imagine the pancake on a ball. Most analysts presently acknowledge the possibility that student build their own agreement (Greeno et al, 1996).

Based on the opinion of Drs. Bambang Warsita (2008: 89) who states the basic principles of the theory of cognitive, including:
• Learning is a change in the status of knowledge
• Students are active participants in the learning process
• Emphasizes the mindset of students
• Centered on how students remember, retrieve and store information in memory
• Emphasizes the learning experience, by viewing learning as an active process within learners
• Implementing reward and punishment
• Learning outcomes depend not only on the information conveyed by the teacher, but also on the way students process that information.

Definition of Learning

From a cognitive perspective, learning is an adjustment in an individual's psychological structure over the ability to exhibit various behaviors. Focus on the sentence "create capacity. From a cognitive perspective, learning can happen with no immediate change in conduct, proof of changes in mental structures can happen at some later time." Mental structures that change incorporate constructions, convictions, objectives, desires and different segments. Neither behaviorism nor social cognitive theory can explain students' efforts. How the information "in the student's head" is obtained, and how is it stored? We answer the questions in the next section we look at information processing, one of the first and most researched descriptions of how people remember (Hunt & Ellis, 1999).

Information Processing

Information processing is a learning hypothesis that clarifies how stimuli enter our memory system, are chosen and coordinated for capacity, and are recovered from memory (Mayer, 1998a). The most noticeable cognitive learning theory of the twentieth century, it has significant implications for teaching today (Mayer, 1998b).

Evaluation

Multiple Choice

1. Etymologically, the term "cognitive" comes from the word...
   a. Isolation
   b. Understanding
   c. Learning
   d. Cognizance
2. Cognizance, which means…
   a. Understanding
   b. Process
   c. Strategy
   d. Continuous
3. Here are four basic cognitive principles, *except*..
   a. Learners are active in an effort to understand experience.
   b. Implementing reward and punishment.
   c. The understanding that learners create relies upon what they definitely know.
   d. Learn to build understanding from notes.
4. From a cognitive perspective, learning is an adjustment in an individual's psychological structure over the ability to..
   a. Different characters
   b. Learners experience
   c. Beliefs
   d. exhibit various behaviors

5. Who states "The most noticeable cognitive learning theory of the twentieth century, it has significant implications for teaching today"
   a. Piaget
   b. Hunt
   c. Mayer
   d. Ellis
6. Cognitive learning theory sees humans as..
   a. Goal-directed agents who actively seek information
   b. Just human
   c. Learners
   d. Nothing
7. "Most researchers now accept the idea that students construct their own understanding" the quote above states by..
   a. Bambang Warsita
   b. Rendy
   c. Greeno et al
   d. Piaget
8. Cognitive theory is classified under..
   a. Constructivism
   b. Nativism
   c. Psychology
   d. Knowledge
9. What is built in a person through a process of continuous interaction with the environment?
   a. Cognitive
   b. Knowledge
   c. Science
   d. Stimulus

10. Humans first make complete observations, analyze them, and then re-synthesize them in..
    a. Cognitive
    b. Cognitive psychology
    c. Cognitive principle
    d. Science

Essay
1. Explain the meaning of cognitive theory?
2. What are four basic principles of cognitive learning theory?
3. What were Piaget and Vygotsky's view of learner development?
4. What are the basic principles of cognitive theory according to Drs. Bambang warsita?
5. What is cognitive theory argues about learning?

AFFECTIVE LEARNING THEORY

Education is an inseparable need of human life. In this increasingly modern era, education is a capital that we must have in facing demands of the times. The back and forth of a nation is influenced by factors education. If education in a nation is good, it can print good quality human resources in terms of spiritual, intelligence and skills. Besides, education is an important process in printing the next generation of the nation. If the outcome in an educational process fails it will be difficult achieved the progress of a nation.

In order to improve the education of a nation, teachers and students are a very important element in achieving an educational success. It is process learning between teachers and students must have good communication. As well as in the learning methods should raise the enthusiasm of students without neglecting mastery and understanding of the material presented.

Many factors cause the low quality of education in a lesson, among others, the learning process is lacking attract students' attention, because they still use the lecture method which makes students less interested in following the process learning, as well as ineffective learning models embed the concept of a material so as to cause learning outcomes students become low.

Learning is seen as a conscious effort by an individual to obtain an overall change in behavior, cognitive, affective and psychomotor aspects. However, until now in practice, the learning process in schools seems to be more likely to emphasize the attainment of changes in cognitive (intellectual) aspects, which are carried out through various forms of approaches, strategies and certain learning models. Meanwhile, learning that specifically develops affective abilities seems to have received less attention. To achieve good learning, a learning strategy is needed; a learning strategy is a first step used by teachers

in learning activities where in activities learning focuses on student activities in order achieve learning goals effectively and efficiently.

In general, the teachers only convey what is on textbooks and less accommodates the abilities of their students. It can be said that the teacher does not provide opportunities for students to construct the knowledge they have, so that the problem solving ability of the students is not can develop well, which has an impact on the learning outcomes they get. Therefore, it is hoped that as a teacher, it is best to be able to make changes in terms of learning strategies. One of the learning strategies that teachers can do in an effort to improve problem-solving skills is to use affective principles.

Definition of Affective Principle

According to Mosby's Medical Dictionary, Affective learning is defined through learned skills and in particular as the inquisition of behavior involved in expressing feelings in attitude, appreciation, and value".

So affective learning is kind of method of teaching that specifically make the student understand the lesson with emotions and psychologically. Because when the student feel happy and enjoy about the material, they will earn a lot of what they studied. It's not just about telling material and quiz, more than that. If the student can catch the feel of study, they will have more motivations for studying.

The affective principle is one aspect of learning that prioritizes students' feelings for something problem solving process, with the aim of students being able to express various kinds of feelings that represent them in a particular lesson. With this learning process students are trained to foster ways of thinking and problem solving skills in order to be able to find the concept of a particular problem so as to be able to influence student learning outcomes for the better. If learning does not provide opportunities for students to play an active role, then learning is contrary to the nature of learning. The active role of students is very important in the

framework of forming a creative generation, which is able to produce something for the benefit of themselves and others. The active participation of students in learning is an important and fundamental issue that must be understood, realized, and developed by every teacher in the learning process. This means that this active participation must be implemented by students in every form of learning activity. Active learning is characterized by optimal involvement, both intellectually, emotionally, and physically. This learning model accustoms students to be directly involved in the learning process, therefore the knowledge gained will be easy to remember and easy to apply because they are active in finding solutions to problems so that they can improve their learning outcomes.

Affective learning strategies are related to the formation of attitudes and values. Therefore, the demands of the teacher's ability to choose and sort methods, which are in accordance with the objectives and subject matter, are the hope of the successful achievement of student achievement in lessons.

Affective is part of human behavior related to feelings. In the book Taxonomy of Educational Objective, David R. Kratwohlet.al uses the term "domain" which means field / area of power, he says affective as follows; "Affective; Objectives which emphasize a feeling tone, an emotion or a degree of acceptance or rejection, affective objectives vary from simple attention to selected phenomena qualities of character and conscience. We found a large number of such objectives in the literature expressed as interests, attitudes, appreciations, values and emotional sets or biases"

According to Muhammad 'Ali, the affective area or realm is Instructional activities that contain interests, attitudes, values of emotional development, appreciation, and adjustment of social feelings. Meanwhile, according to Kartini Kartono in the psychological dictionary, affective comes from the word affect which is a unique name that includes emotions, strong moods and feelings, a state of feeling accompanying consciousness. In this case,

the affective domain is intended to arouse students' emotions so that they can take an active role in learning.

From some of the above definitions it can be understood that learning affective is learning that leads to emotions, moods, and feelings that appear through interests, attitudes, values, appreciation, and adjustment.

The affective aspect is one of the three most important aspects in learning. The affective aspect is an embedded aspect of attitude in students. Attitudes cannot be separated by value (value). Every attitude will have value. One example of a diligent student, polite, disciplined, he said politely, always listening when the lesson takes place, when asked learners to answer correctly and smooth, sure to get high marks. Cultivating attitudes in students is not easy; it must be done structured through strategies suitable for affective goals. Strategy Affective learning is an achievement-oriented strategy goal attitudes and effective skills.

This strategy in general exposes students to problematic situations, so that special skills are needed to solve these problems according to the skill level of each. The congenial model developed by Paul is an alternative learning strategy can form the personality of students. One of the implementations namely inviting students to look at problems from various points of view to add to their insight as well as a certain attitude accordingly the value it has. In order to assess change, we cannot be in a hurry concluded that the child's attitude is good, for example, seen from habits speaking, manners in the behavior concerned, as a result of the learning   process carried out by teachers at school. It may be that the attitude is formed by habits in the family or family environment.

Affective learning strategies in general expose students to situations that contain conflict or problematic situation. Through this situation students are expected to make decisions based on values that he thinks are good.

Affective learning can be done through cognitive and non-cognitive learning. In this is the application of consideration models, cognitive development models and the model of clarifying values is a form of learning application affective through cognitive learning that is constructed for form an attitude. Meanwhile, the application of habituation and modeling models is a form of value through affective learning applications non-cognitive learning that is constructed to form attitude. In all of it's basic definition, affective domain learning puts an underline focus on the students' interests, feelings, what they see, what they feel, tones, aspirations, when they refuse or accept methods of teaching and classroom activities. Basically it is a system with the basis of putting the attitude of the student towards the teaching and learning experience, and not what teacher centered.

When we hear affective we are reminded of the understanding of emotions, it deals with things such as motivations, feelings, values, appreciation, pessimism, enthusiasms, and attitudes. So the learning method will be characterized by those such factor

Models in Affective Principles Learning

Consideration model humans are often egoistical; more concerned, and busy taking care of themselves. Through the use of consideration model students are encouraged to care more, and pay more attention to others. Rational formation model, the rational building model aims to develop the maturity of thinking about values.

Value clarification model is teaching approach that uses question or a valuing process and helps student master assessment skill. This models aim to making student more aware of the values they have, raise and reflect them.

Cognitive moral development, human moral developments take place through cognitive restricting which takes place gradually through the pre-convention. This models aim student for help they ability to consider value cognitively.

Difficulties in Affective Principle Learning

The educational process not only forms intelligence and/or provides certain skills, but also shapes and develops attitudes so that children behave in accordance with prevailing norms in society. The learning process and moral formation has several difficulties.

So far the educational process in accordance with the applicable curriculum tends to be directed towards intellectual formation. The success of the educational process and the learning process in school is determined by the criteria for intellectual ability (cognitive ability).

As a result, the efforts made by each teacher are directed at how children can master a number of knowledge in accordance with the applicable curriculum content standards, because intellectual abilities are identical to mastery of subject matter.

Evaluation

Multiple Choice

1. How much models in affective Principle Learning process?
   a. 1
   b. 2
   c. 3
   d. 4
   e. 5

2. What criteria that can rate your success in educational process in school?
   a. Cognitive
   b. Primitive
   c. Believe
   d. Passive
   e. Brave

3. What models of affective Principle that can makes you more pay attention and focus?
   a. Rational formation
   b. Value clarification
   c. Cognitive moral
   d. Consideration model
   e. Variation model
4. Which one that not explained Affective Principle
   a. Attitude
   b. Appreciation
   c. Jokes
   d. Values
   e. Emotion
5. Rational building model develop?
   a. Masculinity
   b. Variety
   c. Slowly
   d. Maturity
   e. Clumsy

Essay
1. What is value Clarification Model?
2. What is Cognitive moral development?
3. Can you explain what Affective Principle is?
4. The educational process not only forms intelligence and/ or provides certain skills, can you explain it?
5. What is cognitive ability?

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ENGLISH LEARNING STRATEGY

Concept, Principle, Methodology, and Approach

Syafrizal

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