Chapter Two

Literature Review

In this chapter, researcher reviews some theories related to this research. It covers definition, teaching method, purpose, advantages and disadvantages, obstacle of teaching Integrated Language Learning in general. Some teaching methods about Integrated Language Learning also can be involved within this research, such as the Content-Based Instruction, the Themed-Based Instruction, the Experiential Learning, the Episode Hypothesis, and the Task-Based Approach. Afterwards, some previous studies, conceptual frameworks of teaching methods, and the integrated language learning will be included, too.

Definition of Integrated Language Learning

Integrated Language Learning is language skills integration refers to teaching four aspects of English skill and treats it as one of two or more interrelated skills. It is applied to students who want sharpen their comprehension, retention and production of foreign language classes, and combine production (speaking and written) and reception (reading and listening). It is considerably, because during integration classes students can relate to real-life situations and perceive the difference among several skills. Furthermore, the classis flexible, creative, interesting and motivating.

Integrated language learning employs pedagogical methods such as goals, instructional materials and activities to promote the usage ofcommunicative language. In order to have a communicative focus in teaching ILS nowadays, many types of instructional models are used. These various models can deepen the

ways the material is delivered to the students because the teacher can determine

the most applicable type of teaching regarding their students and class

condition.Later, Integrated Language Leaning is mention as ILL.

Language Training Center

Language training center is a place for English language training for

employees, students and teachers. In Language training center, students who

where taught comes from different faculties and majors. Since English becoming

one of subject required to pass, they have to master English through middle exam

and final exam.Furthermore, language training center is formal language training

that is carefully planned and has a structured training format. So, teachers who

taught at language training center have module for guidance that contains the

learning objectives, learning materials, etc.Language Training Center later in this

research mention as LTC.

Teaching Method in Integrated Language Learning

According to Brown (2000), there are five models of integrated-skill

methods in common use. They are Content-Based Language Instruction (CBI),

Task-Based Instruction (TBI), Theme-Based Teaching, Experiential Learning and

the Episode Hypothesis. Despite of their differences, they all draw upon a diverse

range of materials, textbooks and technologies for the EFL classroom. They are

parts of the alternative teaching-learning activity.

Content-based instruction. According to Crandall and Tucker (1990), Content-Based Instruction is anmethod to language instruction that integrates the presentation of topics tasks from subject matter classes (e.g. math, social studies) within the context of teaching a second or foreign language. Wesche and Skehan (2002) defined this theory as the integration of school or academic content with language teaching objectives. These theories show that Content-Based instruction can be applied both to the context of learning and foreign language learning.

Many varieties of Content-Based Instruction models are used in teaching and learning process currently. Nevertheless, there are three main characteristics of Content-Based Instruction as provided by Stryker and Leaver (1997), which are based on the subject matter core, authentic language and texts (with "authentic texts" defined as those primaries produced for native speakers), and appropriate to the needs of specific group of students. All of them have their own good traits.

One of the benefits of CBI is that the use of material from a particular subject as a language learning material can maximize students' exposure to the language they learn. This exposure is contextual because it fits the needs of students. Successful CBI learning can enable students to master both language and subject content through a reciprocal process.Example of content-based learning implementation is speaking practice, teachers may ask students to draw complete plants (leaves, flowers, branches and roots) on the board, and ask students to name the parts of the garden in English.

Theme-based instruction. The integration of theme-based instruction into language teaching originates from the primary education and it has been practiced since the 1960s in UK primary classrooms where the children typically spent all day with the same teacher (Cameron, 2001). The theme-based teaching contains different activities which are linked together by their content and it intertwines with communicative language teaching. This requires the students to participate more actively in class.

The theme-based teaching can help the student to contribute either partially or more complete knowledge by building the links and the connections in the networks of the student´s language resources. For example, the learning vocabulary; language learning through communicative stretching; learning discourse skills; using information texts, either on paper or computer; and the outcomes and products from learning language through theme-based learning. By doing so, the students can understand the material more while they also engage in the class activities at the same time.

Experiential learning. Experiential learning is learning through reflection on doing. Here, experiential learning focuses on the learning process for the individual. Keeton and Tate (as cited in Brown, 2000 p.232) stated thatthe learner is directly in touch with the realities being studied. It is contrasted with learning in which the learner only reads about, hears about, talks about, or writes about the realities but never comes in contract with them as part of the learning process. It involves direct encounter with the phenomenon being studied rather than merely

thinking about the encounter or only considering the possibility of doing something with it.

According to Brown (2000), experiential learning includes activities that engage both left and right brain processing, contextualize language, integrate skills, and point toward authentic, real world purposes. It means that experiential learning is constructivist learning, where students are active learners, constructing their own knowledge, rather than observing the demonstrative behavior of a teacher. Experiential learning is an active learning method, students more readily understand what they are learning and thus retain the knowledge to a greater degree than when merely having information presented to them by another. The hands-on nature of experiential learning is highly motivating for students. Such learning may involve one or more of the following instructional strategies: experiments, field observations, field trips, games, role plays.

From the model of experiential learning above one of the examples is field trips, here we can learn from the students who are going to the zoo and learning through observation and interaction with the zoo environment, as opposed to reading about animals from a book. Thus, one makes discoveries and experiments with firsthand knowledge, instead of hearing or reading about others' experiences Another example of experiential learning is playing game and learning through it. Students usually like playing game,it is an effective way to discover and experiment everything in their surrounding and it also an effective way to teaching English for the students.

Learning strategy through experimental learning emphasizes meaning in learning strategy through experience. This method takes point on the learning process, not the result. Students are placed in real situations, meaning that students are able to solve problems and not in replacement situations. For example, in small groups, students make cars with wooden pieces, not telling how to make cars. So they will try to make their car by their own imagination. Thus, the students will learn from their experience in making wooden car.

The episode hypothesis. Over a hundred years ago, François Gouin designed a method of language teaching called the Series Method. One of the keys to the successfulness in applying the method is based on the presentation of language in an easily followed story line. In some ways, Gouin has employed a psychological device that, a hundred years later, John Oller called as the episode hypothesis. According to Oller, text (i.e., discourse in any form) will be easier to reproduce, understand, and recall, to the extent that is structured episodically. In this context, he explains that the presentation of language is enhanced if students do not have disconnected series of sentences that is thrown at them, but rather sentences that are interconnected in an interest-provoking episode.

Task-based approach. Among the analytic syllabuses, those which have been the center of attention to many scholars since 1970s are task-based syllabuses. Task-based approaches to second language teaching focus on the learner's ability to perform target-like tasks without any explicit instruction of grammatical rules (Rahimpour, 2008) and include procedural syllabuses, process syllabuses and task-based language teaching (TBLT) (Long and Crookes, 2004). In this type of syllabuses, learners control their own learning.

There are various teaching strategies which are commonly used by the teacher. A research of Thomson (2012) examines the methods in teaching second language which includes the response to repetition of student answers, instructions, open and closed questions, language activity, vocabulary checks, elicitation of student's idea, increase interaction, and praise. Asides of them, the game, quiz, pre-test and post-test also can be the alternative of activities in providing an effective understanding towards the material.

Purpose of Integrated Language Learning

According to Stukalina (2010), the Integrated Language Learning method has some positive effects for the learners, such as the language can be studied through various perspective integrated with distinct subjects which complete each other. Next, the method increases motivation of the students in learning the course and the target language.It also can improve the language ability and competency since the students are encouraged to do more communication by using the target language. The other effect is the learning model can develop multidisciplinary skills and multilingual attitudes which are very essential in the working

field.Furthemore, the teacher can give contribution in modifying teaching technique and implementing a higher level of instructional tool varyingly.The last is method can be introduced as an efficient teaching instrument for multilingual education.

Advantages and Disadvantages of Integrated Language Learning

The integrated-skill approach exposes English language learners to authentic language and challenges them to interact naturally in that language. Learners can rapidly gain a true picture of the richness and complexity of the English language as employed for communication. Moreover, this approach stresses that English is not just an object of academic interest but also merely a key to passing an examination; instead, English becomes a real means of interaction and sharing among people. This approach allows teachers to track students' progress in multiple skills at the same time. Integrating the language skills also promotes the learning of real content, not just the dissection of language forms. Finally, the integrated-skill approach, whether found in content-based or task-based language instruction or some hybrid form, can be highly motivating to students of all ages and backgrounds.

The down sides of integrated language learning in the content-based test method are the students may feel confused in using their native language. The source can be different than the one recommended by the teacher and the students do not receive the whole concept of each skill, thus they only focus on the integration of all skills. It does take time to excel in all of them but by integrating

those four components, they can learn a subject faster. It will be a highly effective way to teach English for students who are not studying in that specific major.

Obstacles of Implementing Integrated Language Learning

Applying this method in Language teaching has many challenges as well. Teachers may not always be successful in applying the integrated language learning strategy, although they have acknowledged the operational steps of some strategies theoretically. Wena (2011) describes some various variables affecting a successful teaching when the integrating model is applied. Regarding this matter, teachers' control and skill in mastering the lesson material and strategy do not guarantee that students' learning outcome can be achieved optimally. Those variables are teachers' ability in starting the lesson, teachers' ability in conducting learning activities, teachers' ability in giving assessment, teachers' ability in ending the class and other supplementary factors.

Nonetheless, the problem in learning English does not only exist in elementary, junior high school, and high school levels, but it is also found in higher education. Several researches have proven this issue for each English skill (Megawati and Mandarani, 2016). It also becomes a common thing for students out of English-related major since every student must have dissimilar interest for the disciplines that they want to study. Due to this reason, not everyone will like it or choose it as the subject of study.

Review of Related Study

Many researchers write about the integrated language learning. They discover the use of the integration within teaching and learning English as the second language. Furthermore, they can be the sources to widen the knowledge of the second language-teacher. Their theories also contribute in providing a broader knowledge of the method.

Iftikhar and Aslam (2017) conducted an action research about how the four language skills (reading, writing, speaking and listening) were integrated in the class. The researchers observed language courses of two local high schools at Rawalpindi, Pakistan to document the proceedings. The results obtained at the end of this quantitative research have been presented through bar charts, in which they revealed that the integration of those skills really can be applied, which made a call for the integration of these skills and it can improved the learning outcomes of the learners.

Mekheimer and Aldosari (2013) conducted an action research about effectiveness and suitability of the integrated language Learning method for teaching EFL skills embedded in the series of courses selected for study at the lower-to-upper intermediate levels of learning EFL. The sample included 52 students in intermediate levels. The result obtained the treatment in this study, the Integrated Skills Treatment, has a significant effect on student performance in all skills presented instructionally according to the integrated holistic approach. Further findings showed that the experimental group participants achieved

improvements in gain scores compared with their peers in the control group on the tested language skills, namely listening and speaking, reading, and writing.

Researcher used these journals to elaborate the research since both of them examined how the implementation of the integrated skills can brought a positive outcome for the student, in which researcher agreed. This idea supported this research as they proved that the method was applicable for the teaching-learning process. To differentiate my research from those two, researcher intended to underline that this study focuses on the university students which belong to the adult age. Researcher analyzed how the integration worked on students at higher education who comes from various background. Moreover, they mainly have gotten English since the early age yet not all of them master it when they are adult. To sum up, the learning model played it role in this part.

Conceptual Framework

The framework of classroom management has three aspects, including the component, rule, and techniques. "*Recent research has addressed the effectiveness of a number of classroom management techniques*" (Lewis et al., 2005). In this case, this research focuses on the analysis of the techniques, which is the integration of four English for the learning and teaching method in class. The techniques cover some aspects, which are establishing good atmosphere, routines, discipline, and communication among the students and students-teachers during the course.

Table Figure 1.2

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                    │   Integrated Language Learning    │
                    │                                   │
                    │ Integration of four English skills for │
                    │ the learning and teaching method in │
                    │      LTC at Privat University in   │
                    │            Yogyakarta              │
                    └─────────────────────────────────┘
                       │                         │
                       ▼                         ▼
        ┌─────────────────────┐      ┌─────────────────────┐
        │    Techniques:      │      │                     │
        │ Establishing    good│      │    Challenges/      │
        │ atmosphere, routines,│     │     Problem         │
        │ discipline,      and│      │                     │
        │ communication       │      └─────────────────────┘
        │ among the students  │                │
        │ and students-teachers│               ▼
        │ during the course   │      ┌─────────────────────┐
        └─────────────────────┘      │                     │
                                     │     Solutions       │
                                     │                     │
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