

INTRODUCTION

Language teaching nowadays was developed during the first half of the 20th century, as applied linguists and others wanted to develop principles and scientific discipline to support proposal succession for what were thought become more practical and theoretical in teaching methods. Language teaching has also helped inexperienced people to know how to handle students. It will decide the teacher's instructional philosophy, teaching style, approaches, methods, and school room strategies for teaching students. The approaches, methods, and techniques used in the classroom depend on the teachers' understanding of what learning is. In other words, the idea of teaching is defined in line with the concept of learning.

According to Kumaravadivelu (2006), the approach of the first level describes certain assumptions, values, and hypotheses about the nature of language and the nature of language learning that act as axiomatic constructs or reference points and provide a theoretical framework for what language teachers ultimately do with classroom learners. The second level of the method, design, defines the relationship between language theories and learning with both the type and purpose of teaching materials and activities in teaching environments. The third stage, technique, involves the procedures and activities of the classroom that are the results of specific methods and designs.

Furthermore, the researcher is interested in conducting the study entitled "An Overview of English Language Teaching History: A Library Research". This research aims to analyse the strengths and the weaknesses through teaching method,

teachers and students' roles. This study found that the change of English teaching method mostly due to the students' reaction who increasingly interested in using English as a second language. The other reason is because of the increasingly advanced technology, and the rise of the internet. The global spread of English encourages reassessment of policies and practices of servicing language teaching.

To support this research, the researcher compared this research with three previous researches that are related to this research and inspire another researcher to do this kind of research. The first research is *An Analysis of Language Teaching Approaches and Methods — Effectiveness and Weakness* by LIU Qing-xue, SHI Jin-fang (2007). In this research, LIU & SHI (2007), they analyse their effectiveness and weakness of several most influential teaching approaches and methods: Grammar-translation Method, Direct Method, Audio-lingual Method, Communicative Teaching Method, in order to have a better understanding and application in the future teaching practice. LIU & SHI (2007), concluded that each of the different methods has contributed new elements and has attempted to deal with some issues of language learning.

The second research related to this research is the concept of translation in different teaching approaches and methods by Bahreman (2015). This research investigated the role of translation from each concept of approaches such as Grammar Translation Method, Direct Method or natural approach, and Audio Lingual Method. In this research paper, the researcher used a descriptive method. Bahreman (2015) concluded teaching and language learning theory in the

twentieth century did not involve much or even neglected. The role of translation to achieve its goals, the translation methods were investigated within the most popular and current teaching methods.

The third research is *A Review of the Traditional and Current Language Teaching Methods* by Renau (2016). In this research the researcher examined the history of language teaching methods and this paper uses some theoretical background about the methodologies used in Spain in the past which can adapt them to the current English lessons in order to help students raise their English language level as well as their academic results. To finish this research, Renau (2016), did a critical review of the CLIL method. The researcher concluded this research the main objective of today foreign language lessons is to assist students acquire communicative competence through the four language skills. CLIL is an innovative method approach that aims to foster the integrated learning of languages.

Compared to the previous researchers, there is some data taken from the same type of journals and books that related to English Language Teaching methods and the use of qualitative methods. The difference in this study is the focus of the study. The researcher decided to use library research as the data collection and focus to investigate the strengths and the weaknesses of English Teaching Methods by seeing of teaching methods, the teacher's role and the student's role. Meanwhile, for the previous research, the first study, they analyze the effectiveness and weakness of several most influential teaching approaches and methods (LIU & SHI, 2007), second researcher preferred did a critical review (Renau, 2016), investigated

the role of translation from each concept of approaches such as Grammar Translation Method, Direct Method or natural approach, and Audio Lingual Method (Bahremand,2015).

RESEARCH METHOD

a) Method

In this study, the researcher uses library research. According to Zed (2008) literature study is a series of activities relating to methods of collecting library data, reading and taking notes and processing research materials. Research methods are the methods used by researchers to determine the objects and data that will be used in conducting a study.

b) Data

The data are taken from books which discuss the ELT (English Language Teaching). Those are from Richards & Rodgers (2013) entitled “Approaches and Methods in language teaching”, Anthony, Edward M. (1963) “Approach, method and technique”, Kumaravadivelu, B. (2006) Understanding language teaching: From method to postmethod, Richards, J. & Willy A. Renandya (2002). Methodology in Language Teaching: An Anthology of Current Practice, Brown, H. D. (2000). Principles of Language Learning and Teaching (Fourth edition), Nunan, D. (1989) “Designing Tasks for the Communicative Classroom”, Krashen, S. D., & Terrell, T. D. (1983). “The natural approach: Language acquisition in the classroom”, Dane Larsen-Freeman. (2000) “Techniques and Principles in Language Teaching”.