

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter, the researcher would like to presents highlight review of related literature theories of strategy in teaching English and privous study.

A. Strategies in Teaching English

A strategy serves as an organizer for the delivery of instruction by guiding decision making about the teacher's role, the students' role, the selection of method, and instructional materials. In the context of teaching, Gagne (1974:3) states that the strategy is an internal ability of person that used to think, solve the problem and make a decision. It means that the process of teaching will cause the students to think uniquely to able to analyze, solve the problem in taking the decision.

Meanwhile, based on Wassid and Sunendar (2013:3) state that the strategy is a tactic that done by the teacher in the learning of language so that the students can be freely thinking and developing their cognitive ability by using the language well. Teacher needs varied of approaches to address his/her many instructional process and students' needs varied learning style and

needs. So, the primary goal of the teaching is to do the process of studying that ongoing effectively and efficiency.

In addition, according to Sudiana (2005:147) states that teaching strategy is teacher actions in conducting the plan of teaching. It means that the teachers efforts in using several variable of teaching (goals materials, methods and instruments, and evaluation) in order to influence the students in reaching the settled goals. From here, it can be concluded that teaching strategy is tactic used by teachers in conducting teaching it the class.

1. Types of teaching Strategy

According to Kindsvatter (1996) stated teaching strategy is to help teacher make optimal use of methods, and instructional materials. It means that the strategies which are used by teachers help the students to get easier in understanding the material. It helps as a way to accomplish and reach the goal for the teaching and learning process. Kindsvatter (1996:290) classifies four kinds of teaching strategies, they are direct teaching, mastery learning, cooperative learning and also problem based learning (Sadker, (2005:96-101)).

a. Direct Teaching Strategy**a) Definition of Direct Teaching Strategy**

Direct Instruction (DI) is a lesson that emphasizes the verbal delivery of verbal material from a teacher to the student in order that students can master the subject matter optimally. Kindsvatter (1996:297-298) states this strategy refers to academically focused, teacher-directed classroom using sequenced and structured materials. It also refers to teaching activities in which goals are clear to students, sufficient time is allowed for instruction, coverage of content is extensive performance of students is monitored, and feedback is academically oriented.

b) Purpose of Direct Teaching Strategies

This learning model is designed specifically to develop student learning both related to well-structured procedural knowledge and declarative knowledge and can be taught step by step. Kindsvatter (1996:298) stated the purpose of direct teaching is to increase achievement by the teacher's attention to specific, analytical, academic objectives, by covering of objectives to be tested, and by active engagement of the student in academic tasks. Attention is important to be given to promote students success through a variety of means.

There are three main components to the design and delivery of direct instruction programs which include program design, organization of instruction, and teacher or students interactions.

Those are:

- 1) Program design: Focuses on careful content design that allows students to make generalization about a topic. The wording and timing are important part of clear communication in instruction. Sequencing information taught is important in building upon information the students should already know. The teacher needs to focus on basic skills before moving to more advanced ideas. All information taught using direct instruction should be repeated multiple times to ensure a concrete understanding of information from students. Direct instructions encourage clear instructional formats that provide specific directives of teacher and students dialogue.
- 2) The Organization of Instructions: The organization of material should include groups of information based on current skill levels. Teacher flexibility with regards to timing allows students to perform for longer periods of timing with a higher success rate. Assessment of this success is measured continuously.

- 3) Teacher and Students Interactions: Teacher and student's interactions include immediate student's response, choral responses from students, and timed signaling from the teacher. The pacing of instruction is crucial in successful teaching. According to Marchand-Martella et al., (2009) Direct instruction follows a specific correction procedure where the teacher models the procedure, leads the class in instruction, provides an assessment, and re-test the information presented in each lesson. In direct teaching strategy, the focus is on teacher interaction with students rather than students interacting mainly with materials after a brief explanation by the teacher. Teachers are actively involved by introducing content, demonstrating the material, checking the students' understanding and monitoring the students. According to Kindsvatter (1996:299) in the six list of instructional functions those are essential to the structure of the direct teaching strategy, they are daily review, structuring and presentation, guide practice, feedback and corrective, independent students practice (seat work), weekly and monthly review. Based on Kindsvatter (1996: 298) the purpose of this teaching strategy is to increase the students' achievement by the teacher attention to specific, analytical, academic objectives to be tested, and by active engagement of the students in academic tasks.

b. Mastery Learning Teaching Strategy

Mastery learning is an instructional strategy based on the principle that all students can learn a set of reasonable objectives with appropriate instruction and sufficient time to learn. Mastery learning the techniques of tutoring and individualized instruction into a group learning situation and brings the learning strategy of successful students to nearly all the students of a given group. In its full form it includes a philosophy, curriculum structure, instructional model, the alignment of student assessment, and a teaching approach (Warren, 2004). As a class, students are presented with information to be learned at a predetermined level of mastery. The class is tested and individuals who do not obtain high enough scores re-taught and retested. Those who passed undertake enrichment study while classmates catch up.

As has been mentioned throughout this discussion of this teaching strategy, formative diagnostic testing is critical to the program. Students may score the test themselves to identify areas of difficulty immediately. Finally, summative tests are administered by the teacher

at the end of the units to determine grades. Most students are expected to reach mastery levels; therefore, it is essential that realistic mastery levels are carefully set by each school or district. The prominent phase in this mastery learning are identify prerequisite, making test to measure the students' progress and students' competence achievement. It does provide an individualized instructional or small group approach using a structured curriculum divided into small group of knowledge and skills to be learned. Mastery learning is a key instructional component in the Outcomes- Based Education model that is being adopted in many states. It also widely used in many other countries.

c. Cooperative Learning Teaching Strategy

Cooperative learning strategy is a student centered, instructor facilitated instructional strategy in which a small group of the students is responsible for its own learning and the learning of all group members. Students interact with each other in the same group to acquire and practice the elements of subject matter in order to solve a problem, complete a task or achieve a goal. According Slavin cited by Tran (2013) cooperative learning as instructional methods in which teacher 14 organize students into small group, which then work together to help one another learn academic content. Grouping students from different cultural backgrounds into heterogeneous groups and

instructing them to collaborate and cooperate with each other on activities and problem solving tasks has been found to promote interethnic friendship, develop cross cultural understandings, and build team work while also enhancing literacy and language acquisition among linguistically diverse students (Allison and Rehm, 2007:5). Advantages of cooperative learning strategy is supported by one of the strongest research traditions in education, with thousands of studies conducted across a wide range of subject areas, age group, ability levels and cultural background (Li and Lam, 2013). According Slavin cited by Li and Lam (2013), the result in general suggest that cooperative learning develop high order thinking skill, enhances motivation and improve interpersonal relations as well as enhancing motivation and peer relation. With make group from heterogeneous of students, they can improve their knowledge that they have from their friend or their partner in a group. In here teacher must be monitor to guide the student activity in the classroom.

d. Problem Based Learning

Problem based strategy used on authentic or real life problem (Rianto, 2006: 22). Using problem solving strategy the students must active in thinking, communication, searching, and process the data then summarize it. With use this strategy the students can adapt in

daily life. In this strategy the teacher's role is to identify activities that fuel students interest. According John Dewey's (1998:25) there are five steps of general problem solving. These steps are: 1) defining the problem, 2) formulating tentative hypothesis, 3) collecting, evaluating, organizing, and interpreting data, 4) reaching conclusion, and 5) testing these conclusion. The strength of this strategy is the students will get experience which useful in their daily life because technology and information will develop in every year. Whereas the weakness of this strategy is the students who less the new information will difficult in learning process and will be a burden for their friend.

B. Previous Study

In this section, the writer the previous studies related to the focus of this study which is teachers' strategies in teaching English for students which are done by other researchers. This previous studies concern on the teachers' strategies in teaching English for students as well, but they are aimed at the other skills or elements of teaching.

Ismah (2015) shows that strategy used by Thailand Teacher at Muslim Wittaya Phuket School. The findings of this study are (1) Thailand teacher used three kinds of teaching strategy in their teaching process , they were direct teaching strategy, cooperative learning teaching strategy and problem based learning.

From the previous study above, the writer found some differences. The first thing is data source. The previous study used a Thailand teacher at Muslim Wittaya Phuket School. In order hand, this study used Thai Teachers in teaching English at Thamvitaya Mulniti Yala School.

The second thing is the findings. For the previous study, the researcher found three kinds of teaching strategy but the Thai teachers at Thamvitaya Mulniti Yala School, found two kinds in teaching strategies is direct teaching strategy and cooperative learning teaching strategy. The previous study conducted at Muslim Wittaya Phuket School (Thailand), whereas this research conducted at Thamvitaya Mulniti Yala School (southern-Thailand).