CHAPTER II

LITERATURE REVIEW

A. Perception

Sobur (2003:445) in his book mention that the word perception was derived from Latin word "perceptio", that coming from "percipere", which has meaning receiving or taking.

For more details about the perception, it would be cited several definitions proposed by some experts:

According to DeVito (in Sobur, 2003:445) perception is the process of awareness on the existing stimulus that might be affected on our tool of senses. Gulo (in Sobur 2003:446) defined that perception as a process to make someone to be aware of everything in their environment through their own tool of senses. According to Prawira (2012:63) perception is a process that starting by sensing the stimulus that received by receptor then to go through psychological process in the brain that caused someone be aware of the stimulus. Rahman (2004:89) defined that perception as a process of joining and organizing the data from the tool of senses to change it into something to help us be aware of our environtment. Depend on Atkinson (in Wardiana, 2004:103); perception is a process of organizing and interpreting the system of stimulus in our environment. Rakhmat (in Sobur 2003:446) said that perception is someone's experience of certain objects, events, or relationships obtainable by conclude the information and interpret a message.

Based on the definitions above, it could be concluded that perception as an interconnection of brain process in understanding the data in form of stimulus that catched by the tool of sense and it affected of certain factor in conclude and interpret the message and information.

B. Student Need

Learn a language was required the operation of an innate capacity that possessed by all human being. In school level, English were taught as a second language because particular practice given to the student to learn English (Patel and Praven, 2008:36).

Second language or in this term is English, might be learned by children or adult; they might be studied English formally in school or collage or picking up from playground or work place. They were learnt English in various purposes such as to give access to economic development and public live.

In term of English as a foreign language or English as second language learning, English teaching and learning process were devided into two, they were General English (GE) and English for Specific Purpose (ESP). In school level start from elementary school up to senior high school level, they were used General English (GE) in common. It was preferred to learn how to mastery English included four skills of language(listening, speaking, reading and writing). However, we might be found something different when we looked at vocational school. In vocational school, the purpose of learning English were not only for mastering four skills of language but also to support

the certain skill through a language. Thus, in vocational schools were applied English for Specific Purpose in the teaching and learning process.

What distinguishes English for Specific Purpose (ESP) from General English (GE) is not the existence of a need as such but rather than awareness of the need (Hutchinson 1987:53). In term of English for Specific Purpose (ESP), we would be got along with language learning need.

To understand the meaning of learning need, let see the following explanation. In school level, we have already known that vocational schools were little bit different with general school. In vocational school, they were applied English for Specific Purpose (ESP) in the process of teaching and learning English. For vocational school, the need of learner could be seen clearly. It might be happen due to the various departments that offered in vocational school. The tendency of the language need for every department were quite different each other. It was influenced by the skill that would be learnt in the department. Thus, it was different due to the purpose of learning English.

According to the theory of English for Specific Purpose (ESP), the teacher has considered the target need and learning need to find out the student need in learning English. Here was the explanation of target need and learning need (Hutchinson, 1987:53-63):

1. Target Need

    Target need is something of an umbrela term, which has practice hides a number of important distictions. It was more usefull to look at the

target situation in term of necessities, lacks, and wants. For more information about the necessities, lacks, and wants were described in the following explanation:

a. Necessities

This is the type of need that determined by the demand of the work situation related to the skills that have been learn in vocational school department. For example, the students of marketing department should be communicated well especially to attract the people to use the product that they offered. Of course, the student were needed the speaking skill and the enough knowledge related to their job.

b. Lacks

To know the need of learner in term of learning English, it was important for the teacher to know the learner prior knowledge related to their necessities. Before analyze the learner prior knowledge, the teacher should be decided the necessity of the student. After collected the information about the learner prior knowledge and the necessities, it should be compared. The gap of those two matters was called lacks.

c. Wants

The necessities and lacks were considered the target need only in an objective senses with the passive role of learner. Actually, the learners will have their own interest about the material that they want to learn. It called by the wants. As stated by Richterich (in Hutchinson, 1987:56), a need does not depend on existance of the person. The

people who built their image of their needs due to the data related to themselves and their environtment. To answer the question about the wants, the course designer should be known the student expectation in learning English related to their real field. The expectation in form of the used of language were according to their desire.

To find out the clear information about necessities, lacks, and wants, the teacher should be known the target situation of vocational school student. To identify them, there were a number ways in which information about needs might be collected by the researcher. The way to collect the information could be done using quetionnaires, interviews, obervation, and data collection. To get the accurate information about the taget need, it better to used more than one technique.

The main information that teacher should be found to know the target situations were:

a. The important of language in term; for study, for work, for training, for some other purposes

b. The way to use the language

c. The content area that be supposed to use the language

d. The time to use the language

2. Learning Need

Learning need was deal with the knowledge and abilities that needed by the learner in order to perform the require degree of competence in the target situation. It has meaning that the learning need was a group of

consideration that should be considered in determines the material that the student should be mastered according to the level of study. For example, first grade student and third grade student were needed different material. It was due to the different level.

To understand the meaning of learning need, the teacher should be more closely on the some information. The main information that teacher should be known were:

a. The students' reason or background in learning English

b. The student way in learning English

c. Tha available resource of material

d. The background of learner

e. The situation of teaching and lerning process will take place

f. The time alocation to learning English

The process of find out the clear information about the target need and learning need were known as need analysis. To conduct a need analysis, a teacher might be collected the information through some processes. The processes were interview, test, observation, etc.

C. Teaching Strategies

1. Definition of Teaching Strategy

According to Indonesian dictionary, the word "teaching" means a process, manner, and actions that make people or beings learn. While according to National Education Law number 20/2003, Chapter I, Article 1, subsection 20, teaching is a process of interaction among learners,

educational and learning resources in a learning environment (in Khanifatul, 2013:14). And according to Gagne, teaching as a system was aimed to assist the student learning process, which was contained a series of events that designed and arranged in such a way to influence and support the students' learning process internally (in Khanifatul, 2013:14).

According to some definition above, it could be concluded that teaching as a conscious effort of teachers or educators to make the students or learners to learn.

Whereas definition of word "strategy" as stated in Indonesian dictionary define that "strategy" as a careful plan of action to achieve specific objectives. In terms of teaching and learning process, strategy was the process of determine a plan that focus on the goal with drafting the way to reach the goal (in Khanifatul, 2013:15).

JR David (1976) defined that strategy in educational term was a plan, method, or series of activities that designed to achieve a particular educational objective (in Sanjaya, 2007:124). Kemp (1995) defined that teaching strategy as an activity that the teacher and students should be done in order to reach the learning goal effectively and efficiently (in Sanjaya, 2007:124). Dick and Carey (1985) also said that teaching strategy was a set of material and procedure for teaching that work together to reach the students' learning goals (in Sanjaya, 2007:124). Kozma and Sanjaya (2007) generally explain that teaching strategy could be defined as

a group of selected activity toward the student to reach certain goals (in Majid, 2013:7).

From some definitions above, it could be concluded that the definition of teaching strategies was a plan for learning activities (the series of activities) that include the use of methods, techniques and also the resources or ability to achieve the learning goals. It means that the formulating of teaching strategies were limited on plan arrangement only. Strategy was designed to achieve certain objectives. Thus, in a teaching strategy learning steps, the use of facilities and learning resources was aimed to achieve the learning objectives.

2. Features in Teaching Strategy

a. Teaching material

According to Arikunto (in Djamarah, Syaiful and Zain, 2006:43), material deal with a core element in the teaching and learning activities, because the material have been learnt and understood by students. Material was referred to a source of learning (teaching) as something that bring a message as a teaching objective. Generally, the material was devided into two, they were commercial materials and authentic materials.

1) Commercial material

Commercial material was the material that designed by company to reach a wide audience. This type of material usually packaged in form of textbooks and worksheets. This material were

used in common school because it was easy to obtain and the teacher did not need to compile them (Iftanti, 2013:3, unpublished).

2) Authentic materials

Authentic material was adapted item from various sources and used for teaching and learning process. Peacock (1997) said that material was produced to fulfill some special purpose in the language comunity. Authentic material might be addapted from various sources that were internet, magazines, news, etc.

b. Method of teaching

In Arabic, the method known as "at-thariq" that means a way. Thus, the method of teaching was way that used to implement the plan in a series of learning activitiy. It was aimed to reach the goals that stated in the plan. Therefore, no matter how good a strategy could not be use to achieve the goal of learning without a method to apply it.

According to JR. David (1976), method was a way to achieve something (in Majid, 2013:21). To implement a strategy should be used a particular method. Thus, method of teaching was a component of teaching strategies.

Several methods of teaching that usually used to implement learning strategies were:

1) Lecture

       Lecture defined as a method of teaching through oral explanation of the material to the students (Sanjaya, 2007:145). An important thing that should be considered in this method was the content of the lecture. It should be easy to accept and understand, and should be easy to stimulate the student to follow the contents of the lecture. Lecture was a method that commonly used to implement the expository teaching strategy.

       A certain methods usually have their own strength and weakness. The strengths of lecture method were formulated as follows (Sanjaya, 2007:146):

a) Lecture was a cheap and easy method. It was belong to a cheap method because it did not require any equipment. Easy because it just rely on the teacher's ability to explain the material.

b) Lecture method was allowed the teacher to present the wide material, because the teacher may summarize a lot of material to find out the main points and then explain them to the students.

c) Lecture methods were provided an opportunity to the teacher to highlight the important material that they need to be highlighted.

d) A teacher has an authority to control the classroom atmosphere during the teachinga and learning process running.

The weaknesses of lecture method were formulated as follows (Sanjaya, 2007:146-147):

a) The material that be mastered by the student was limited on the teacher explained only.

b) Lecture method let the students to be auditory learner. The visual and kinesthetic learner would be difficult to understand the material that explained by the teacher.

c) A teacher that not good at explaining would be made the student bored to follow the lesson. Thus, students were reluctanted to pay attention on the material that the teacher has been described.

d) Through lecture method, it was difficult to check the students understanding.

2) Demonstration

Demonstration is a method to deliver the material by demonstrated and shown on the process, certain situations, or objects to the students (Sanjaya, 2007:150). According to Sagala (2007), demonstration methods were instructions on the process of event until the appearance demonstrated behavior that could be known and understood by learners in a real (in Majid, 2013:197). This method was commonly used in two kinds of learning strategies that are expository and inquiry.

The strengts of demostration method were:

a) Minimize the occurrence of verbalism on students.

b) Learning activities become more attractive because students not only listen to the material but also the teacher allows them to look at the events that occurred.

c) Students would be gained a deeper understanding because they did not only focus on the theory but also the events from the demonstration.

The weaknesses of demonstration method are:

a) Demonstration method was required more preparation and need extra cost. These costs were used to provide the equipment to demonstrate a theory.

b) Cannot applied for any teacher without special skill, because a teacher who want to apply this method should be mastered a special skill for demonstrate something.

3) Discussion

Discussion method was a method of teaching which let the student to face and solve the problem (Sanjaya, 2007:152). Killen (1998) said that the main purpose of this method was to solve a problem, answer the questions, enrich students' knowledge, and for making a decision (in Sanjaya, 2007:145).

Discussion method was quite different from the two previous methods. The two previous methods, the material

organized before, so that teachers deliver live alone. On this method, the material were not directly organized and delivered to the student. The material would be found and organized by the students themself through a process of discussion, so this method was concerned with process than just the results.

Discussion method has various types. There were classroom disccussion, small-group discussion, symposium, panel discussion, and seminar. According to Bridges (in Sanjaya, 2007:154), discussion method were usually used to implement problem-based teaching strategies.

The strengths of discussion method were:

a) Be able to stimulate student to more creative, especially in delivering a certain idea

b) Train the students' ability to exchange their ideas with another person in order to solve a problem that they face.

c) To train student to reveal their opinions and appreciate on another opinion

The weaknesses of discussion method are:

a) Discussion was dominated by the student which has good speaking skill, thus giving less opportunity for student which has not good speaking skills

b) The material that already discussed in the discussion usually widespread, so it might be caused the unclear conclusion.

c) To use a discussion method was needed more time allocations.

d) It was difficult to avoid the debate that occurred in a discussion.

4) Simulation

Simulation was a way to present the learning experience using mock situations to help the student understand the concepts, principles or certain skills (Sanjaya, 2007:157). Simulation method has various types. The type that commonly used in teaching and learning process are role-play and game simulation.

The strengths points of simulation method are:

a) Simulation method could be used as a preparation for students to face the real situation in the future.

b) Simulation method could be developed students' creativity.

c) Simulation method was able to build up the student's courage and confidence.

d) Simulation method was able to increase the students' enthusiasm in learning.

The weaknesses of simulation method were:

a) The experiences that gain through a simulation method usually different with the real fact.

b) The aims of simulation usually turned into an entertainment purpose, the learning objectives usually overlooked.

c) Shame and fear was a barrier for students to do a simulation method.

5) Assignment method or recitation

According to Save M. Dagun (in Majid, 2013:208), recitation was a learning method that combines memorization, reading, repetition, testing, and examination of their self. From the definition above, it was illustrated that the recitation as a method of teaching through giving assignments to students to memorize, continue the reading, repetition by student themself, and end with the self-evaluation in accordance with the demands of classification or competencies that to be achieved.

6) Question and answer or debriefing method

Debriefing is methods of teaching that allow the two-way traffic communication between teacher and student, because at the same time the dialogue between teacher and student were occured (Majid, 2013:209). This method was aimed to stimulate the student to be able to think and guide them in to build the knowledge.

7) Group-work method

Group work is a method of teaching through devides the learners in some group and gives them a task to solve the problem in a group discussion. Therefore, the teacher was required to provide manipulative material, which be able to involve students cooperate and collaborate in groups.

8) Problem-solving method

Problem Solving is a method of teaching that aimed to solve the problem to find the answer. Through this method, students are learning how to solve a problem according to the scientific method.

9) Drill method

Drill method is a teaching method that aimed to develop the students' attitudes and habbit. Drill method was that allowed the student to familiarize them in order to do something.

c. Technique of teaching

In of educational context, technique was a way for teachers to implement the method that selected by the teacher (Majid, 2013:24). For example, in applying a lecture method in a wide class were required different techniques with a small class. The techniques that used to implement a particular method were depended on the ability and skills of the teachers. Technique determined by the method that the teacher preferred to use. In other words, the method was the basis for determining the technique.

A teacher should be mastered two basic techniques, they were what have to teach and how to teach. In the application, the basic technique were applied as mentioned below:

1) A teacher should be good in asking technique. It consists of basic questions or further questions.

2) A teacher should be had a good technique to provide reinforcement of the material.

3) A teacher should be mastered a small group teaching techniques in order to carry out personal approach to students.

4) A teacher should be mastereda good technique in explain the material. A teacher should be able to reflect the information that appropriate with the daily life. At least, an explanation should be relevant to the learning objectives and the material must be suitable with the student's ability.

5) In addition, a teacher should be mastered a good technique in opening and closing the lesson.

6) A teacher should be able to guide small group discussions.

d. Media of teaching

Teaching media was a tool to help the process of teaching and learning. According to Gerlach and Ely (in Sanjaya, 2007:161), a medium conceived is any person, material or event that establish condition which enable the learner to acquire knowledge, skill, and attitude. Moreover, according to Rossi and Breidle (in Sanjaya, 2007:161), teaching media were the tools and materials used to achieve the learning objective. The tools were radio, television, newspapers books, and others.

From the opinion above, it could be concluded that teaching media was something that be able to deliver the messages, to stimulate

thoughts, feelings, and students wants and creating the self-learning process on the students themself.

1) The purpose of teaching media

Teaching media absolutely needed in teaching and learning process. Through teaching media, the abstract theory might be more concrete. The purposes of teaching media (Sanjaya, 2007:168) were:

a) Catch an object or certain events.

b) Manipulate the conditions, certain events, and objects.

c) Increase the students' motivation.

2) The types of teaching media

Based on the nature, teaching media were classified into several types (Sanjaya, 2007:170), they were:

a) Audio media was the media that consist of sound elements only, such as radio and sound recording.

b) Visual media was a medium that consist of visible elements only. The media those were included in this medium such as photograph, painting, drawing, etc.

c) Audio-visual was a medium that consists of two elements they were sound and image, which could be seen and heard. This type of media was quite better and more interesting compared with the tho previous media, because the media were consisted

of two elements. The media that were included in this medium
was film, video recording, etc.

e. Evaluation on teaching and learning process

Evaluation was a series of activities to determine the student's
competency achievement on a subject.

1) Principes of evaluation

Especially for language testing, it has some principles. The
priciples were (Majid, 2013:336):

a) Authentic, it means that the evaluation was based on data that
reflected the capabilities that have been measured.

b) Objective, it means that the evaluation was based on the certain
procedure and criteria that not influenced by the rater
subjectivity.

c) Fair, has meaning that an evaluation should not be give effect
to the profit or loss because of the special needs of students.

d) Integrated, has meaning that the evaluation was one of the
integrated component of the learning activities.

e) Open, it has meaning that in term of evaluation has displayed
all of aspects including evaluation procedure, evaluation
criteria, and the basis for decision-making.

f) Overall and continuous, it has meaning that the evaluation
covers the all of aspects of competency using a variety of

evaluation techniques, which were appropriated to monitor the development of learner ability.

g) Systematic, it has meaning that evaluation should be done in a plan and phase used by following the basic steps.

h) Refers to certain criteria, it has meaning that an evaluation was based on the criteria of the competencies achievement that determined before.

i) Accountable, it has meaning that the evaluation could be accounted.

Especially for language testing, Brown (2004) proposed five principles of language testing, which were of reliability, validity, practicality, and washback (in Isnawati, 2013:18). Those four principles were:

a) Reliability has meaning that a test should be consistent and dependable. In the application, the result of a test should be similar even it given to the student in different occation.

b) Validity has meaning that in conducting evaluation a test should be measured what it should be measured. A valid test of reading ability actually measures reading ability, not previous knowledge, nor some irrelevant variable.

c) Practicality has meaning that the test relatively easy to administer and has a scoring procedure that is specific and time-efficient.

d) Authenticity has meaning that in application usually associated with real work task. To gain the understanding, it easy to use the characterstic that would be explained as follows:

   (1)   The language in the test should be as natural as possible.

   (2)   The item should be as contextualized as possible rather than isolated.

   (3)   Topics and situation should be meaningful for the student.

   (4)   Some thematic organization should be provided, such as through a story line or episode.

   (5)   Task represent, or closely approximate, real word task.

e) Washback might be appeared as an impact, which was related to the effects of tests on classroom teaching and learning.

2) The purposes of evaluation

There were five types of evaluation function (Majid, 2013:338), that were described in the following explanation:

a) Motivational function has meaning that the evaluation that conducted by a teacher should be increased the students motivation in learning.

b) Function of mastery measurement has meaning that the evaluation of learning outcomes should be lead us to

monitoring the students' learning mastery according to the learning goals.

c) Function of teaching effectivity indicator has meaning that to measure the effectiveness of teaching and learning process that has been done.

d) Feed back function has meaning that the teacher as a feedback matter should be analized the result of evaluation. It was aimed to make the students know their own weaknesses and then repaired by them in order to achieve the learning objectives. This feedback were addressed to the teacher to find out the aspects that should be paid more attention, in order to make improvements to the further teaching and learning process.

3) Types of evaluation testing

To measure students' learning mastery, it was required a test as a tool to evaluate it. Evaluation processes were applied in two ways, they were test and non-test. The tests were (Majid, 2013:345):

a) Test

Test was a way to measure the student mastery in learning through a written test. In this case, the students should be answered the question-which was contained in a test to measure their mastery of the material. The test were conducted through some test instruments and scoring forms.

The tests were devided into two form, they were objective and subjective test.

(1) Objective test

Objective test has meaning that in a test, it has absolute key answer that determined by the test taker before. The common forms of objective test were:

(a) Multiple choice test

Consists of a single key answer choice the key answer and the other were the distractor. The strengths of multiple-choice test were the scoring could be perfectly reliable; the scoring was rapid and economic; and the last one was the test might be included more items that other form of test. Besides the strengths, this test has the weaknesses. The weaknesses of multiple-choice test were the test only recognition the knowledge and did not have an accurate the test takers' performance; and it was difficult to arrange the item of test.

(b) True false test

This test has two possible answers that were true or false. The formulation of questions in this test should be cleared and have certainty, definitely true or definitely false.

(c)   Matching test

Matching test require the student to match two parts of the test. The two parts were interrelated each other. Commonly, these two parts were consisted of statements and the responses.

(d)   Close test

Close test was form of test which presented a text or passage with some deleted words. The students have to complete the text using the right word.

(e)   C-test

C-test was commonly use in language testing, but it posible to apply in other test. C-test was quite similar with close test. In the close test, the teacher were deleted some words in a text or passage, but in c-test the teacher were not deleting the words at all but leaves some letter as a clue of the right answer.

(f)   Dictation

Dictation usually use in language testing. To apply this technique the teacher should be read a loud a passage to the student and asked them to write down what they have been heard. The teachers stop the reading regularly to give the opportunity to the student to write down what they have heard.

(2)   Subjective test

It has meaning that there was no key answer, becauce each question might be had more than one possible question. The common form that usually used as a subjective test (Majid, 2013:348-350) was:

  (a)   Fill in the blank test

In this form of test, students should be answered the question in the blank space in every item.

  (b)   Descriptive test

Descriptive test was a form of test that required the student to explain something according to the question.

  (c)   Orally test

In this form of test, a teacher was required the student to answer the question that given orally.

b) Subjective test

To know the student competence, a teacher might be used some type of non-test evaluation. Some techniques of non-test evaluation (Majid, 2013:350-353) were:

(1)   Evaluation of work

It has meaning that these evaluations were aimed to know the student effort in doing a job. The evaluation

might be conducted through observation. The tool to observe was checklist or stratches scale.

(2) Evaluation of attitude

Attitude consists of three terms that were affective, cognitive, and conative. The evaluation might be conducted through observation, interview, and personal report.

(3) Evaluation of project

It has meaning that evaluation of project start from planing, data collection, organizing, analyzing up to data display. The tool to evaluation was checklist and stratches scale.

(4) Evaluation of product

Product evaluation was an evaluation that aimed to know the student's ability to make a product. The evaluation were covered three aspect, they were the preparation phase, the production phase and evaluation phase.

(5) Portfolio evaluation

Portfolio assessment was ongoing evaluation based on the information that shows the development of the student ability in a certain period.

(6) Self evaluation

Self-evaluation was a form of evaluation that aimed to assess the student ability and to reveal the things that did not understand yet. This type of evaluation was rarely applied because the teacher should be prepared lot to make the students apply this evaluation technique.

3. Types of Teaching Strategy

There were several types of teaching strategies, which were commonly used in teaching and learning process. The types were:

a. Direct instruction strategy

Direct instruction strategy was known as deductive strategy. This strategy was oriented on teacher-centered approach. The focus of this strategy was student academic achievement. The method that include in this strategy was demonstration method that combine with lecture method.

The advantages in use direct strategy were:

1) Teacher was easy to handle the material.

2) Appliecable in small class and wide class

3) The most effective way to describe the explicit concept and skill to the student that have a low achievement

The disadvantages of direct strategy were:

1) It was difficult to face the different level of students' competecy

2) Students' were difficult to improve their interpersonal skill.

3) The student achievements were depended on the teacher only.

b. Cooperative learning strategy

Cooperative learning was a form of teaching strategy, which has some components they were audiences, rules, effort, and goal. In the aplication, a class would be devided into some small group of student randomly, and it would be assessed as a unity for every group.

Cooperative learning was quite different with another strategy. It due to the cooperative learning was preferred to emphasize on the cooperation process in a group discussion. Slavin, Abrani, and Chambers (1996) said that teaching use cooperative learning strategy could be defined through several perspectives that were perspective of motivation, social perspective, kognitive progress perspective and kognitive elaborate perspective (in Sanjaya, 2007:242).

The advantages of cooperative learning strategy (Sanjaya, 2007:247-248) were:

1) Free up from dependence of teacher in learning.

2) Effective to improve the student ability in revealing and comparing the idea

3) Help the student to respect in various cases.

4) Train the student to be responsible in learning.

5) Was the effective strategy to improve academic achievement and social competence

The disadvantages of cooperative learning strategy (Sanjaya, 2007:248-249) formulated as follows:

1) Without a good peer teaching, the group discussion would not be effective.

2) The assessment were taken in a group, whereas the individual competence was different each other.

3) Required a more time allocation

c. Expository strategy

Was a strategy that emphasized on providing verbal explanations of the material from the teacher to the learner in classroom teaching and learning process (Khanifatul, 2013:21-22). This strategy was oriented on teacher centered approach.

The characteristic of expository strategy were teacher using lecture method in presenting the material; the most suitable material for this strategy was presented the conceptual and fact data that need to memorize by the student; and the main purpose was academic achivement (Majid, 2013:216).

The teacher was used this strategy was due to some advantages (Sanjaya, 2007:188-189), they were:

1) The easy to control the material

2) The most effective strategy to present a wide material with a limit time allocation

3) The student was presented the material through lecture and looked at material through demonstration.

4) It was be able to use in a wide audience.

The disadvantages of expository strategy (Sanjaya, 2007:189) were:

1) The using was limited on the student, which have good hearing and listening ability.

2) This strategy was not consider the student individual differences.

3) It was difficult to improve the individual competence.

4) The learning outcomes were based on the teacher has and gives to the students only.

d. Inquiry strategy

This strategy was a series of learning activities that emphasized on the process of critical thinking and the analysis were aimed to find out their own answer of a problem that is proposed (Khanifatul, 2013:21).

The characteristic of this strategy were emphasized on student activity to find the content of material; all of the student activity was aimed to find their answer of certain case to build up the self-believe; and to improve the student ability in thinking (Majid, 2013:222). From the characteristic, we could be see that the teacher's role in this strategy was facilited and guide the student to learn and it was used student cetered approach.

As a teaching strategy, inquiry strategy was not has the advantages only but also the disadvantages too. The advantages and disadvantages were sated in Sanjaya (2007:206-207). The advantages were:

1) Emphasize on the improvement of cognitive, affective, and psychomotor aspects proportinately.

2) Provide the opportunity for student to study according to their style.

3) Was a strategy that in a line with theory of psychological development.

The diadvantages of inquiry strategy were:

1) It was difficult to control the student achievement.

2) It was difficult to formulate the plan.

3) Need more time to present it

4) It was difficult to implement by the teacher while the student achievement depend on students' ability.

e. Problem-based strategy

This strategy was a series of learning activities that emphasized on the process of solving the problem scientifically (Khanifatul, 2013:21).

The characteristics of problem-based strategy (Sanjaya, 2007:212) were:

1) This strategy consists of a set learning activity.

2) The learning activity was aimed to solve the problem.

3) To solve the problem, it was used scientific approach.

The advantages of problem-based strategy (Sanjaya, 2007:218-219) were formulated as follows:

1) Was a good technique to comprehand the materials

2) Was more challenging for student and make them satisfied when they succes in solve a problem.

3) Could be increased the learning actvity

4) Help the student to transfer their knowledge in real live.

5) Help the student to find out new knowledge.

6) Interesting for student

7) Improve the critical thinking of student.

8) Improve the student interest in learning.

The disadvantages of problem-based strategy (Sanjaya, 2007:219) were formulated as follows:

1) A student with a low confidence will be afraid to learn.

2) It requires more time allocation and more preparation.

f. Contextual teaching and learning strategy

Contextual teaching and learning strategy was a holistic process and aimed to motivate the student to understand the material through fasten upon their live context (Majid, 2013:228). Strategy in teaching was more important that the result. Teacher role in the

classroom teaching and learning were to help the student to reach the goal.

D. Previous Studies

This part was presented the previous study, which has relevant finding of this thesis entitled teacher's perception on the student needs in learning English and its impact to the teaching strategies at pastry student of SMKN 2 Trenggalek.

This one was the other research that in a line with the research entitled teacher's perception on the student needs in learning English and its impact to the teaching strategies at pastry student of SMKN 2 Trenggalek. It was a in a form of journal and done by Kyunghee Choi, Hyang Women College in year 2005. The title was "Need Analysis of Students of Tourism English". In this research, the subject was the student of tourism. Kyunghee's research was aimed to find out the material of English that college student of tourism want to learn in the conversation classes, and find out the way to help them to achieve better result, licences and got the job. It was different with this research that the subject was the English teacher and the implications were found out the strategy that derived from teachers' perception.

The lacks of student was on grammar and communicative abilites. The wants were improved their speaking ability in term of futuru job. The necessities were the English related to their workplace.

E. Thesis Framework

The process of interconnected the three term, they were target need, learning need and teaching strategies in this research could be drawn in the following scheme:
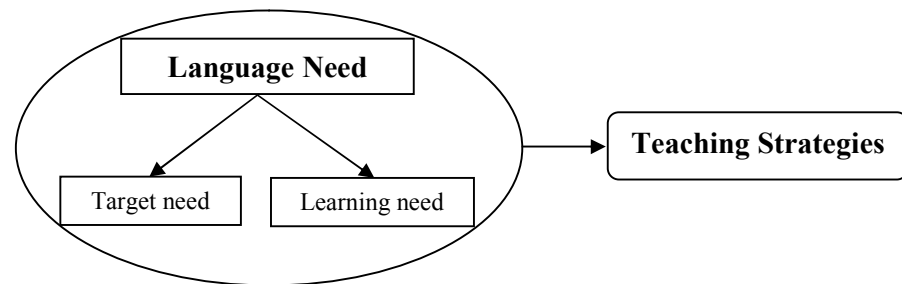
Teacher's perception on student language need that consist of target need and learning need influences the teaching strategies on the design.