

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, researcher would like to highlight review of related theories and also previous studies.

#### **A. Review of Related Theories**

The researcher would like present types of teaching strategy which is based on definition, purpose, focus, role of teacher, method, role of learners, evaluation and appropriate subjects & types of learners.

##### **1. Types of Teaching Strategy**

According to Kindsvatter (1996) states 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) classified three kinds of teaching strategies, they are direct teaching, mastery learning, cooperative learning and also problem based learning (Sadker (2005:96-101)). The researcher described each teaching clearly based on definition, purpose, focus, role of teacher, method, role of learners, evaluation and appropriate subjects & types of learners. Here those are:

a. **Direct Teaching Strategy**

1) Definition of Direct Teaching Strategy

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.

2) Purpose of Direct Teaching Strategy

Kindsvatter (1996:298) states 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.

3) Focus of Direct Teaching Strategy

Kindsvatter (1996:298) states the focus of this strategy is academic and teacher centered, with a structured curriculum useful for teaching skills and acquiring new information.

4) Role of teacher

Kindsvatter (1996:298) states this is a teacher-directed strategy. It means that the teacher chooses the activities and

controls the time spent on the phases of the lesson. This strategy requires the teacher to be a good motivator to keep students on task. There is much interaction of the teacher with the students in all phases of the lesson. The teacher's immediate, corrective feedback is important for student learning. When teachers are not involved in the presentation or in leading group practice, they are monitoring students' progress by moving around the room, keeping students on task, giving feedback, and working with individuals.

#### 5) Method of Direct Teaching Strategy

Kindsvatter (1996:299) states the structuring of the lesson is important in this strategy. Rosenshine (1983) and Rosenshine and Stevens (1986:379) classifies there are six instructional functions that are essential to the structure of direct teaching. These functions include daily review, structuring and presentation, guided practice, feedback and correctives, independent student practice, and weekly and monthly reviews. The instructional functions need not to be used in every lesson, nor do they limit instructional methods to the lecture mode. Direct teaching does not mean lecturing.

#### 6) Role of Learners

Kindsvatter (1996:301) states this strategy is academically focused classroom so, the role of learners is to

follow and stray on-task and perform. If this strategy appears to be stifling the creativity of the learner, the teacher can provide opportunities for learner to use divergent and creative thinking in some of the learning experiences planned for the independent and review functions.

#### 7) Evaluation

Kindsvatter (1996:301) states the evaluation uses both formative (during instruction) and summative (conclusion of instruction) evaluation. The teacher giving corrective feedback during guided practice and independent practice is a key to students' achievement. Frequent tests are given during the weekly and monthly reviews so that reteaching of key material can take place as needed.

#### 8) Appropriate Subjects and Types of Learners

This strategy is appropriate subjects such as reading, writing, mathematics, grammar, computer literacy (Gelder & Maggs (1983)) and factual parts of science and history (Rosenshine & Stevens (1986)).

Types of learners fit for young children, slower learners, and students of all ages and abilities during the first stages of learning informative material or material that is difficult to learn Berliner (1982).

## **b. Mastery Learning Teaching Strategy**

### **1) Definition of Mastery Learning Teaching Strategy**

Kindsvatter (1996:295) defines this strategy focuses on the student's ability to learn through providing enough time and the right conditions using a diagnostic-prescriptive approach to determine instructional decisions. This strategy is taught with the belief that all students, given enough time, can reach reasonable instructional objectives.

### **2) Purpose of Mastery Learning Teaching Strategy**

Kindsvatter (1996:302) states the purpose of mastery learning is the accomplishment of a specific learning task at a designated performance level by all the students. It assumes that through this approach learning can be improved, and the variability in what students learn can be decreased. Accordingly, it also assumes that all children without learning handicaps can master learning tasks, given the necessary amount of time and instruction needed to learn the task.

### **3) Focus of Mastery Learning Teaching Strategy**

Kindsvatter (1996:303) states the focus of mastery learning is an academic one concentrating on the individual acquiring specified skills and knowledge within a flexible time frame.

#### 4) Role of Teacher

Kindsvatter (1996:303) states this strategy is teacher intensive, with considerable responsibility on the teacher to promote student success. During instruction, the teacher presents the material in a variety of forms, monitors students' work, and tests students' progress in mastering the objectives. Using diagnostic/prescriptive techniques, the teacher identifies the areas that need remediation. Whole-class interaction, lecturing, and inquiry strategies can be used if the amount of time for individual students to achieve mastery remains flexible. In addition, the teacher must be able to provide alternative learning strategies for students when they encounter difficulties. Recording student progress and success in meeting defined performance objective is an important part of teacher's role. Students need to know how they are progressing in accomplishing the goals.

#### 5) Method of Mastery Learning Teaching Strategy

Kindsvatter (1996:301) states the teacher identifies prerequisites, assesses students' present knowledge, and formulates testing to determine students' progress in reaching objectives. The emphasis of instruction is usually on the individualized approach with the teacher to student

relationship being the key. Peer instruction and small-group work also can be used. Indeed, the entire variety of instructional methods may be used with the total class or with a small group when the teacher covers the same part of curriculum with everyone together.

#### 6) Role of Learners

Kindsvatter (1996:304) states for this strategy, the learners have more control than in direct instruction by determining the amount of practice time needed. It means that students are given considerable freedom in deciding how fast they move through the objective.

#### 7) Evaluation

Kindsvatter (1996:305) states students may score the tests themselves to identify areas of difficulty immediately. These errors are targeted in subsequent instruction. Finally, summative tests are administered at the end of a unit or several unit to grades. Most of students are expected to reach mastery level; therefore, it is essential that realistic mastery levels are carefully set by each school or district.

#### 8) Appropriate Subjects and Types of Learners

Bloom (1984) pointed out that mastery learning works best for subjects that can be sequenced with hierarchical objectives, such as mathematics or reading in the lower

grades. In secondary school, subjects that have no prerequisites, such as algebra and science, work best. Obtaining mastery with students who have a history of difficulties with a subject such as 8<sup>th</sup> grade arithmetic may necessitate too much time to make this approach feasible for them.

Low-ability students or students with learning difficulties would be expected to benefit from the mastery strategy (Stallings & Stipek, (1986)) because time is available for practice, remediation, and teacher and peer interaction. Certainly students who have poor self-concepts in terms of their learning ability could benefit from this approach with its emphasis on success within the students' own time frame. Students' errors are considered an expected happening in the learning process; therefore, students' fear of failure can be eliminated. It is this positive motivational thrust that may be the strongest feature of mastery learning in promoting achievement.

### **c. Cooperative Learning Teaching Strategy**

#### **1) Definition of Cooperative Learning Teaching Strategy**

Roberts & Kenney (1985) states it uses peer tutoring and team cooperation to encourage student learning. It



emphasizes motivation, as does mastery learning, and like the other two models can be implemented by teachers in both elementary and secondary school classrooms using the instructional materials of that system. The key components of the strategy are peer interaction, cooperation, and communication.

## 2) Purpose of Cooperative Learning Teaching Strategy

Kindsvatter (1996:308) states the purpose of this strategy is (1) to increase achievement through group collaboration that enables students to learn from each other; (2) to provide an alternative to the competitive structure of most classrooms today that discourages the poorer student; and (3) to improve human relations in the classroom by promoting interdependent activities that teach collaborative skills.

## 3) Focus of Cooperative Learning Teaching Strategy

Kindsvatter (1996:305) states the focus of this strategy is both academic and affective, with emphasis on achievement of shared goals through cooperative efforts. Johnson *et al* (1990) states to accomplish this focus, five basic elements must be included:

1. Establishment of positive interdependence;
2. Promotion of face-to-face interpersonal interaction and small-group skills;
3. Maintenance of individual accountability for mastering learning tasks;
4. Promotion of social skills; and

5. Ensurance that group process their achievement and maintenance of effective working relationship.

#### 4) Role of Teacher

Kindsvatter (1996:308-309) states teachers act as facilitator by establishing group whose members work together on shared goals. As facilitator, the teacher need to know what is happening in the classroom in terms of students' thinking and understanding. The teacher's responsibilities include structuring the curriculum into units with objectives that can be achieved cooperatively and establishing groups to work together on reaching shared objectives. These objectives must be clearly specified with both cognitive objectives and collaborative skill objectives.

#### 5) Method of Cooperative Learning Teaching Strategy

Kindsvatter (1996:309) states it used is the small-group approach. Within that approach, discussion, inquiry, and modeling methods may be used by the teacher. Certainly the strategy of cooperative learning would not be used exclusively for all class work. Students need to experience independent work and some competitive experiences as well. At times the teacher will teach the whole class, using a range of instructional method. However, the methodology utilized most frequently will include methods that accommodate group-process skills and cooperative-learning skills.

#### 6) Role of Learners

Kindsvatter (1996:310-312) states both teachers and learners as they practice communication and group-process skills, as well as leadership skills. Each student is expected to utilize these skills to promote group success. Students are to give and receive assistance, feedback, reinforcement, and support to each other. The students are held responsible for determining whether cooperative skills are practiced within the group. They are encouraged to analyze the progress of the group in light of each member's role. Peer feedback and self-evaluation are solicited. Therefore, the student's role involves responsibility to the group as well as to oneself for academic progress.

#### 7) Evaluation

Kindsvatter (1996:312-313) states formative evaluations of individual and group progress, as well as self-monitoring, are important throughout. Formative evaluations of groups can take place each week, with the group analyzing strengths and weaknesses in accomplishing group goals. Summative evaluation includes group and individual assessment measures. A criterion-referenced approach may be used to assess that the specified objectives within the assigned

concepts and skills were accomplished. Students may receive both a group grade and an individual grade.

#### 8) Appropriate Subjects and Types of Learners

Kindsvatter (1996:313-314) states it can be used with most learning tasks, especially concept attainment, verbal problem solving, categorizing tasks, skill attainment, and judging tasks.

It appears that low-achieving students can benefit considerably by cooperative learning because they are coached and helped to achieve objectives through group support. High achievers can benefit also because they are working toward group success rather than their individual achievement, and hence feel less isolated. They also can find challenges in the opportunity to learn decision making, leadership roles, and conflict management skills.

### **d. Problem Based Learning**

#### 1) Definition of Problem Based Learning

Sadker (2005:99) states this strategy used on authentic or real-life problems.

#### 2) Purpose of Problem Based Learning

Sadker (2005:100) states the students can adapt in daily life.

### 3) Focus of Problem Based Learning

Sadker (2005:100) states this strategy is to focus on authentic or real-life problems.

### 4) Role of Teacher

Sadker (2005:100) states the teacher's role is to identify activities that fuel students' interest.

### 5) Method of Problem Based Learning

Sadker (2005:100) states these functions include learner cooperation, higher-order thinking, cross-disciplinary work, artifact and exhibits, and authentic learning.

### 6) Role of Learners

Sadker (2005:100) states the learner can improve and share their skill and knowledge.

### 7) Evaluation

Sadker (2005:100) states it uses both formative (during instruction) and summative (conclusion of instruction) evaluation.

## **B. Previous Study**

Tutut (2014) shows that strategy used by Native Speaker Teacher at SMAN 1 Ngunut Tulungung. The findings of this research are (1) the native speaker teacher used two kind of teaching strategy inside of her English classroom, they were direct teaching strategy and cooperative

learning teaching strategy. (2) the implementation of both those teaching strategies are the native speaker teacher combined those two teaching strategies into her every teaching and learning activity in the EFL classroom in a purpose to make both of them can support to each other, so that it can create a classroom environment was having good atmosphere and can reach the learning goal effectively.

From the previous study above, the researcher found some differences. The first thing is data source. The previous study used a teacher who was native speaker. In order hand, this research used four teachers who were Thai English teachers. The second thing is the findings. For the previous study, the researcher found two kinds teaching strategy but the teacher combined those two teaching strategies into her every teaching and learning activity in the EFL. Moreover, this research found four teaching strategies implemented by English teachers. The last thing is place. The previous study conducted at SMAN 1 Ngunut Tulungagung whereas this research conducted at Muslim Wittaya Phuket School, Thailand.