CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the result of reviewing of some theories that are relevant to the problem. These reviews are expected to serve important background information to support the study and the discussion of findings. The literature review consists about the kind of teaching strategies and the definition, the previous study.

A. Teaching Strategy

Teaching strategy is the technique used by the teacher or lecturer to teach their students, based on their knowledge before. Because, it determine the student comprehension in the courses, especially in English. The lecturers must have interesting technique to teach their student, if they have not a good strategy their student will difficult to understand the material from the lecturers.

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 (1996:169) stated that there are three formal strategies that have evolved from the effective-teaching research and emphasize on higher students achievement. They are as follows:

1. **Direct Teaching Strategy**

   The direct teaching strategies is a strategy which the teacher as a source of the information, it means that the teacher is the controller of the situation and the elector of the activity. 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.

   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.

   According to Majid (2013:73) direct teaching strategy is kind of teaching strategy that is teacher centered and the teacher here should make a belief that her/his students are involved inside of its teaching strategy. This direct teaching strategy is mostly directed by the teacher who creates the class environment that is oriented on the students' tasks. Direct teaching refers to accademically focus, teacher-directed classroom using sequenced and structured materials. It also refers to teach the classroom activities in which goals are clear to students, sufficient time is allowed for

instruction, coverage of content is extensive, performance of the students is monitored, and feedback is accademically oriented. Rosenshine and Stevens (1986) indicated that across a number of studies the more effective teachers (in term of promoting students' achievement) were those who maintained a strong academic focus and spent less time in nonacademic activities. It is also described that the direct teacher as the more successful instructor in teaching content measured by achievement tests. This type of teacher structures and selects activities within a classroom. In direct instruction, teachers are actively involved by introducing content, demonstrating skills, directing large-group experiences with the content, checking the students' understanding and monitoring individual or small-group work, as well as providing review. The focus on teacher interaction with students rather than students interacting mainly with materials after a brief explanation by the teacher.

Direct instruction is examined here as a key strategy because it emphasizes on meeting specific objectives keyed to learning outcomes and is particularly effective for acquisition of basic skills. This approach continous to be widely used today because it helps to increase on-task learning time that contributes to students' achievement. This teaching strategy also can be called as systematic teaching or active teaching.

The purpose of direct teaching strategy based on 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.

2. Mastery Learning Teaching Strategy

Mastery learning teaching strategy is the strategy which focused on the individual ability and knowledge, the lecturer can monitor how fast their student past the material given. 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.

According to 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.

The diagnostic or prescriptive technique is used in this strategy (Majid, 2013:166). The teacher identifies prerequisites, asseses students' present knowledge, and formulates testing to determine students' progress in reaching objectives.

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. So, 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.

Majid (2013:155) stated that mastery learning teaching strategy is a learning strategy which asserts on the "mastery", thus all members of the class should master the materials based on the period of time that is stated. The prominent phases in this mastery learning are identify prerequisite, making test to measure the students' progress and students' competence achievement. It does provide an individualized instruction or small-group approach using a structured curriculum divided into small groups of knowledge and skills to be learned. The strategy is taught with the belief that all students, given enough time can reach reasonable instructional objectives. 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.

3. Cooperative Learning Teaching Strategy

Cooperative learning teaching strategy is the strategy which made the students has doing socialization with their friend, or lecturer can determine or making pair from his or her students.

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.

Piaget and Vigotsky in Majid (2013:173) book stated that there is the social truth inside of learning process, they also asserted about the functions of creating the group discussion with the variety members' competence will be able to give the conceptual changing of learning. An essential dimension of cooperative-learning teaching strategy is a strategy which emphasizes on training in social skills that encourages the students to interact with another and to learn how people can work together, it has been cited as an effective approach to accommodate needs of students from many different background. This teaching strategy also highlights that the students working together in cooperative learning projects, engaging them in peer tutoring, and

possibly receiving a grade based on the group's performance as well as individual performance.

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.

While here are 4 characteristics in the cooperative learning strategy by Rusman (2010:207):

a) Cooperative learning includes in the team learning.

Cooperative learning is a strategy of learning which is centered on the team work. Team is a place to reach the objectives. Thus, team should be able to make all the members learn and gain the experiences and knowledge. Every member of team must help one another to achieve the learning goal.

b) It is based on the cooperative management.

There are 3 managements in this cooperative learning strategy, they are: Cooperative management as planning, management function as planning of implementation group discussion indicates that cooperative learning is conducted based on the planning and the learning steps which is defined as before. Cooperative management as organization, management function as organization indicates that

cooperative learning needs the mature planning so that the learning process can be effective. Cooperative management as control, management function as control indicates that the cooperative learning needs to set the success criteria whether in the form of test or non test.

c) Cooperative desire.

The success criterion of cooperative learning is on the group work, therefore togetherness principle and be cooperative need to be emphasized in this strategy. Without the good cooperative way management, the cooperative learning strategy can be optimal used.

d) Cooperative skills.

Cooperative capability is practiced through the activities in the cooperative learning. Thereby the students need to build the interaction and communication within the group members in order to reach the learning goals. Cooperative learning is characterized by task structure, the goal, and cooperative appreciation. In the implementation of cooperative learning all the members will depend on one another to achieve an appreciation.

According to Majid (2013:175) the cooperative learning strategy has three purposes, they are:

1) To raise the students' learning activities in the academic tasks especially. This kind of learning strategy has the high quality in helping the students to comprehend the complex concepts of material by working on the heterogeneous group competence.

2) In order that students can intertact with another who have the variety of difference background of knowledge and social.

3) To develop the students' skills; sharing the tasks, questions active, appreciating another's arguments, stimulate another to ask something about the related topic/material, be willing to explain about idea or argumentation, and work in a group.

Johnson and Johnson, 2006 in Jacobsen (2009:231) stated that there are 5 contituent elements about the purposes of this strategy:

(1) Social interaction is used to facilitate the learning process.

(2) Students work in group to overcome the problems inside of the tasks.

(3) Learning objectives of discussion group will tend to direct the group purposes to the group activities.

(4) The teacher holds on their responsibilities of the students' individual learning progress.

(5) Students can develop and improve their cooperative skills and the achievement of the content of learning objectives.

The focus of cooperative learning is both academic and affective, with emphasis on achievement of shared goals through cooperative efforts. To accomplish this focus of strategy, five basic elements must be included (Kindsvatter, 1996:308):

(a) Establishment of positive interdependence.

(b) Promotion of face-to-face interpersonal interaction.

(c) Maintenance of individual accountability for mastering learning tasks.

(d) Promotion of social skills; and

(e) Ensurance that groups process can get their achievement and maintenance of effective working relationship.

B. Previous Study

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

Tutut (2014) shows that strategy used by Native Speaker Teacher at SMAN 1 Ngunut Tulungung. The findings of this study 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 writer found some differences. The first thing is data source. The previous study used a teacher who was native speaker. In order hand, this study used the lecturers who were English lecturers at IAIN Tulungagung.

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 study 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 IAIN Tulungagung.