

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter consists of starts with the definitions of teaching strategies, the types of teaching strategies, definition of teacher, definition of native speaker teacher, the role of teacher and Previous Study.

#### **A. Teaching English**

##### **1. Definition of Teaching**

Teaching is a process delivery of knowledge and experience from teacher to the students. According to Lesiak (2015) teaching is the didactic process in which both the teacher and student participate, and its main goal is to promote and support learning. Activity of teaching did not separate with learning process. It means that, if the teacher teach students about a topic, the students must be learned about it. Teaching process do by teacher, a teacher should be help students to learn about the knowledge. It is not only learn about knowledge, but also students behavior and attitude to prepare the students for future life.

Based on Brown (2007:8) teaching is showing or helping someone to learn to do something, giving instruction guiding in the study of something, providing with knowledge, causing to know or understand. In teaching process, teacher have role to guide students to learn, facilitating in learning process and make a good atmosphere in the teaching and learning process.

## **2. English as Foreign Language**

English is Foreign language that learns in Indonesia. Students can learn English from Elementary school. According Harmer (2007:13) English was already well on its way to becoming a genuine lingua franca, that is a language used widely for communication between people who do not share the same first (or even second) language. It is mean that English language as International language that learn including in Indonesia. Based on Brown (2001:3) English as foreign language always refers specifically to English taught in countries where English not a major language of commerce and educational. People can learn English as Foreign language in formal and informal education. Learn English have various purposes such as in Business, education, science etc.

Based on that statement, learning English help us to communication with people in other countries. But, In Indonesia people can speak English language in a very limited environment, because in Indonesia there are religion or Indonesia language to communication in daily activity.

### **B. Teaching Strategies**

#### **1. Definition of Teaching Strategies**

Before teacher will teach students in the classroom they will develop their materials and make a plan how to make students easier to get information and to make students to achieve the course goals. Students are more likely to remember information if the teacher can explain about their material clearly. Therefore, it is teacher duty to consider about the teaching

strategy before they teach students then apply it in the classroom based on appropriateness of the teaching strategy.

According Ausbel teaching strategy is delivery of information should be based on instructional theory in addition to content expertise (Baxter, 2007:2). Using Ausubel's principles of advanced organizer, the teacher can develop inductive discovery which student can build on previously acquired, simplistic knowledge to develop new or broader concept. According Khanifatul (2013:19) book teaching strategy is A plan, point of view, and teacher opinion in the organization main lesson, transfer the material, and way to manage the activity teaching and learning process to achieve course goal.

Based on the description above, teaching strategy is a detail plan of the teacher to create the students' achieving success in the form of academic achievement. A teaching strategy help the teacher make optimal use of methods and resources in achieving particular goals.

## **2. Type of Teaching Strategies**

According Kindsvatter (1996) types of teaching strategy there are three; direct teaching strategy, cooperative teaching strategy and mastery teaching strategy. Whereas Sadker (2006) there are four types of teaching strategy; direct teaching strategy, cooperative teaching strategy, mastery teaching strategy and problem based strategy. They are as follow:

### **a) Direct Teaching Strategy**

Direct teaching most directed by the teacher who creates the class environment that is oriented on the student's task. Direct teaching refers to academics focus, teacher directed classroom using sequenced and structure material. It is also refer to teach the classroom activities in which goals are clear to students, sufficient time is allow for instruction, coverage of content is extensive, performance of the students is monitored, and feedback is academically oriented.

Direct instruction is scientifically based instructional approach that has proven result for students with disabilities. According Tarver (1999) the direct instruction approach uses detailed teaching procedures that are presented in a specific order (Martel, 2009:14). It is built around the concept that every students can learn if the teacher teach carefully and the teacher can be successful with effective instructional delivery strategy. Based on Marchand-Martella et al., cited by Martel (2009:15), 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:

#### **a) 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 of

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.

b) 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. Assessments of this success is measured continuously.

c) Teacher and Students Interactions

Teacher and students interactions include immediate students response, choral responses from students, and timed signaling from the teacher. The pacing of instruction of crucial in successful teaching. According Marchand-Martella et al., cited by Martela Journal (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, guided 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's attention to specific, analytical, academic objectives to be tested, and by active engagement of the students in academic tasks.

#### **b) 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 to Slavin cited by Tran (2013) cooperative learning as instructional methods in which teacher

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 inter ethnic 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.

### **c) 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 students 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.

#### **d) Problem based Strategy**

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 in CHHAYA book (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.

### **C. Native Speaker Teacher**

#### **1) Definition of Teacher**

Teacher is a person who transferring knowledge and information to the learners. According Westwood (1996), teacher who help students to be

successful in basic academic skills such as reading, writing and mathematics, tend to exhibit a particular set of characteristics within their general approach to teaching. By knowledge they have, teacher can make students to be an intelligent person (Djamarah & Zain, 2010:112). The teacher is also responsible for nurturing human being with different manners and attitudes so that they can live well in the society. A teacher has a responsibility to offer knowledge according to the level of the learners.

A teacher should be role a role model to their learners. The teacher should have a hard working spirit, should diligent, honest and should have good manners so that learners can be able to emulate. The teacher supposed to prepare, plan, and facilitate the teaching and learning process. If a teacher is well preparing, they can teach effectively and efficiently.

## **2) Native Speaker Teacher**

Native speaker is someone who has spoken a particular language since they were a baby, rather than having learned it as a child or adult (Cambridge Dictionary). Based on Andreou and Galantomos (2009), English native speaker someone who

- a) Is born in English-speaking country
- b) Has learned English during childhood in an English-speaking environment
- c) Speak English as a first language
- d) Has a native like command of English

- e) Is capable of producing fluent, spontaneous speech in English that is characterized by creativity, and
- f) Has the intuition to distinguish correct or wrong form in English.

According Stern (1983) cited by Andreou and Galantomos (2009) argues that a native speaker is a person with subconscious knowledge of rule, an intuitive grasp of meaning, ability to communicate within various social settings, a range of language skills and creativity of language use. Based on the definition, native speaker can be a ideal teacher to teach students in English language.

Based on the definition above native speaker teacher is someone who transferring knowledge and give information, they learned English since Childhood in an English Speaking environment. Native speaker can be a good teacher of English language in teaching students English language in Indonesia based on their criteria. But, they can be a good teacher its depend on themselves, if they can understand how the characteristic students and they can teaching with explain or transferring the material clearly.

#### **D. The Role of Teacher**

In teaching learning process teacher have important role in students lives. In the classroom teacher have duty to informs or transfer knowledge to the students. According Sanjaya (2007) there are several role of teacher. There are as follow:

**a. Teacher as learning sources**

Teacher as learning sources is important role in teaching learning process. A teacher have role to transfer their knowledge to the students. In here teacher must have the ability and skill to teach students. With have ability and skill the teacher can explain and answer the question to the students easily. A teacher will be a good teacher if they have many references to teach students.

A good teacher is a teacher who can answer all students question about the material that they explained. The other way, bad teacher is a teacher who did not understand about the material. The characteristics of bad teacher are; they explained the material monotonous, always sit on the chair while read the book. Etc. This case make teacher difficult to restrain the students in the classroom. As learning sources in the teaching learning process, the teacher must do things below:

1. Teacher must have many material references than students for example, searching information in internet or the other book to develop her/his material. This is to make the teacher have knowledge to teach students.
2. Teacher can indicate the learning sources that can learn by students to learn more about the material.
3. The teacher need to do determine about the material which one is the core and the important material from the book. By determine the material teacher easier to explain the material in front of the students.

**b. Teacher as Facilitator**

In this era teacher not the one of information source from the students. Now, teacher can be a facilitator in the teaching process. In order to teacher can be a facilitator, so teacher need to understand about utilization of media and learning sources. In the teaching process in the classroom teachers must prepare the sources and media that suitable from students in the every teaching and learning process, and did not be themselves as one the learning sources for the students.

In order to do the role as facilitator in the teaching learning process, there are things that have correlation with utilization media and learning sources:

1. The teacher needs to know types of media and learning sources along with its function. Comprehension about the function of media is need, because not all the media suitable with the lesson.
2. The teacher need to have skill in design media. By design the media, which suitable with the lesson teacher easier to explain the material for students.
3. The teacher must have skill to organization of several media.

Not only give the students lesson with the various media, but teacher should involve students in learning activity in the classroom, either in the form of presentation, question, discussion or other activity to make students more active in the classroom.

**c. Teacher as Leadership**

In the classroom teacher have important role as leadership. As a leadership teacher must have ability to handle student's activity in the classroom. In here, teacher must have management proficiency it's mean that teacher can influence, give instruction, guidance, motivating students in order to learn and get good achievement. The teacher duty as leadership is influence of students through learning development.

In the classroom teacher as a leadership who manage the classroom activity, they handle and take decision when learning process. As a leadership the teacher must have good attitude, skill and ability in manage the students, because the teacher is guide for their students.

**d. Teacher as Demonstrator**

The role of teacher as demonstrator ought to understand about the lesson that will inform to the students. As a demonstrator the teacher must develop their knowledge about the lesson, the ability of the teacher will increase student's achievement. Therefore, teacher must enrich their knowledge in order to be able do their duty.

Although be a teacher they also must be a learner. Learner in here is teacher must learn again and enrich their knowledge. They can enrich their knowledge from their friend / other teacher, sharing about knowledge that they know. This activity is to make teacher have wide ability to teach students. As a demonstrator teacher must indicate how the way that every material can understand by the students.

**e. Teacher as Guidance**

Teacher can called as guidance it's mean that the teacher must guide the students based on their experience and their knowledge. The role of teacher as guidance is effort to help the students in order to develop student's ability with their knowledge and experience that they have. Teacher guide students to find student's potential in order to the students can be a good individual.

In here, to guide the students the teacher has to know the students characteristics. The role of teacher as a guidance not only in the teaching learning process, but if the students have a problem the teacher can help students to solve the problem, the teacher's have to make many interaction and ask students what are their problem.

**f. Teacher as Motivator**

Learning process will be success if the students are motivated in his/her self. Therefore, teacher also have role as motivator to make students spirit to learn. In the teaching process if the students make mistake in answer and do the task the teacher did not give punishment to them. In this case, the teacher will support and motivate them to repair the mistake.

As a motivator, the teacher must be able to build the character their students through variety of activities that can improve the student's skill. Therefore, teacher needs to build the students motivation in the learning process to get optimal achievement. According Sanjaya (2007:28) there are things that increase students motivation. There are: 1) Clarify the aim,

2) Build the students interest, 3) make good atmosphere in the learning process, 4) give the approbation to the students who answer question or do a task, 5) create rivalry and work together with their partner.

**g. Teacher as Evaluator**

After teachers teach students with their teaching strategy then they do the evaluation. In the teaching learning process, evaluation is very important. Evaluation as process decided the students score or process to decide the students' achievement goal. Evaluation do by suitable principles and techniques, it do by test or non-test. To evaluation students, the teacher must know the techniques in the evaluation of students. To evaluate students the teacher must be objective and fair based on the student's ability.

The information that gets by this evaluation will be a feedback or correction to the students or teacher themselves (Sujarwo, 2010). With the evaluation teacher can understand about the strength and weakness of the strategy in teaching learning process and the student's problem about the material. After teacher evaluated the teaching process, so they can improve their teaching process in the class that suitable for the students.

**E. 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 the Native speaker teacher at MAN 2 Tulungagung.

The second thing is the findings. For the previous study, the researcher found three kinds of teaching strategy but the native speaker teacher found two teaching strategies and combine that strategy into her every teaching and learning activity in the EFL. The last thing is place. The previous study conducted at Muslim Wittaya Phuket School (Thailand) whereas this research conducted at MAN 2 Tulugagung.