CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some theoretical frameworks that related to the title and the statement of problem that have already mentioned. The theories are about teaching English as a foreign language, teaching strategy, and kinds of teaching strategy.

2.1 Teaching English as a Foreign Language

Teaching English as a foreign language applied in countries where English is considered as second language such as in Indonesia. Generally, foreign languages are taught at the basic schools although there are some kindergartens where preschool children are introduced to a foreign language (Holešinská, 2006). According to Holešinská (2006), the foreign language has very often different structure, rules, system, etc. It means that there are many aspects that must be considered in teaching English as a foreign language. Besides, there will be a lot of problems to overcome. It can happen because every student has a mother tongue and it will be difficult to pronounce a word in English.

There are four skills in English language learning, namely listening skills, speaking skills, reading skills, and writing skills. Those skills must be learned by students. By learning those four skills, students are expected to master English and can apply it in daily life.

Teaching English as a foreign language can be easier when the teachers apply several strategies, methods, and techniques of teaching. Based on Richard
and Rogers (2001), technique is implementation that which actually takes place in a classroom. Besides, they also (2001) said that

“method is the level in which the theory is put into practice and in which the choice of particular skills to be taught, the content to be taught, and the order in which the content will be present.”

It means that technique is the practice of the method. According to Brown (2000), strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. By applying teaching strategies, teacher will identify what to do in the class and can manage the teaching-learning process. “The application of appropriate teaching strategies and techniques help the students build up their cognitive, psychomotor and affective skills” (Mojares, 2010).

2.2 Teaching Strategy

Teaching, according to Brown (2007), is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. Furthermore, Riyanto as cited Zakaria (2012) said that teaching is an effort to make students to learn something. From definition above can be concluded that teaching is an effort to help students to build up their knowledge by learning something.

According to Majid (2013), strategy is a plan of operation archiving something. Moreover, Riyanto (as cited in Zakaria, 2012) said that strategy is a plan to perform and to use a potential and facility to improve the effectiveness
and efficiency of teaching. From both explanations can be concluded that strategy is a plan to achieve a goal effectively and efficiently.

“Teaching strategy is a specific method used by the teacher for approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information” (Brown, 2000). Besides, David (as cited in Wahyuni, 2016) state, “teaching strategy is a plan, method, a series of activities designed to achieve a particular educational goal”. Therefore, it can be concluded that teaching strategy is a set of planning which contains all components in teaching-learning process to achieve a goal in teaching.

2.3 Types of Teaching Strategy

Teaching strategy is one of important components in teaching-learning process. There are many types of teaching strategy that can be used by teacher. Majid as cited Wahyuni (2016) divided teaching strategy into five types, namely direct instructional, indirect instructional, interactive, self-learning, and experiental.

2.3.1 Direct Instructional Strategy

Direct instruction is a variation on the theme of teacher presentations in that it is teacher-dominated and directed (Cruickshank, Jenkins, and Metcalf, 2012). Cruickshank et. al (2012) also said that teacher centrality is one of the key characteristic of this way of teaching. It can be summed up that this strategy
focuses on teachers centered. Teachers have a big role in this strategy and they are key success of this strategy. Majid (2013) mentions that are three characteristic of this strategy, namely:

a. Have the teaching goals or aims of teaching and learning, the evaluation, and the indicator of successful teaching and learning.

b. Have the teaching and learning steps or procedures.

c. Have a good environment to gain a success of teaching and learning.

Based on those characteristics, teacher can do some things in the implementation of this strategy, namely:

1. Teachers explain the aim of teacher teaching, the information about learning, the important of lesson, and the preparation before learning process starts.

2. Teachers show their knowledge/skills or they present the information systematically.

3. Teachers make a plan and give an early training guidance.

4. Teachers should check whether students are successful in doing their task or not.

5. Teachers should check whether students can give a feedback or not.

6. Teachers prepare to train themselves in further training to prepare themselves in more complex situation.

2.3.2 **Indirect Instructional Strategy**

Indirect instructional strategy is a strategy that focused in students centered. It is support by Majid (2013) statement that indirect instructional
strategy is commonly students centered, although both of direct and indirect instructional strategy can complete each other. Both of strategy means direct instructional strategy and indirect instructional strategy.

In this strategy, teachers’ role is shifted from lecture to facililitator, advocate, and resource person (Majid, 2013). It means that teachers do not have the authority to organize students such as in direct strategy, but they only as a facilitator. There are four characteristics of this strategy, namely:

a. Focus on student-centered.
b. Teacher gives facililitates in teaching learning activity.
c. Teacher as facilitator and supporter.
d. Teacher asks the students’ involvement doing the observation, investigation, taking conclusion, and finding the solution.

According to Basden (as cited in Zakaria, 2012), teachers’ job is facilitating student-thinking process through these activities:

1. Teachers give question answer season that lead students to get an idea in their mind.
2. Teachers use the essential of students answer to help the students look up the problem conscientiously.
3. Teachers take the conclusion from the students’ discussion that consist of developing question, students’ ideas, the steps in solving problem that should be taken.
4. Teachers use the spare time to give the students to think and give explanation.
From some points above, it can be concluded that in this strategy students more active and have a big role in teaching-learning process.

### 2.3.3 Interactive Strategy

Interactive strategy is strategy that involves two ways communication. Majid (2013) said that interactive strategy refers to a discussion and sharing between students. From that definition can be concluded that interactive strategy is focus on interaction between teachers-students, students-students, and students-teaching sources to get a knowledge and achieve the goal.

In interactive strategy, teachers becomes a facilitator, mediator, and motivator in teaching-learning process. Suparman (as cited in Wahyuni, 2012) mentions four characteristics of this strategy, namely:

a. Develops the class in discussion, it can be small discussion, group task or pair works.

b. Implements the communication in many directions.

c. The class environment are flexible and democratic, but still controlled by the aims of teaching and learning.

d. It can be implemented both indoor and outdoor class activity.

Based on Sabari (as cited in Zakaria, 2012) wrote that there are some requirements in implementation of this strategy. Those are:

1. The teaching model used should excite motivation, interest, and desire of students in learning.
2. The teaching model used can stimulate the students desire to learn to the next step, such as the do an interaction with the teacher and other students.

3. The teaching model should be able to give an opportunity to students to give a respond to material that given.

4. The teaching model should guarantee the development of students’ personality activities.

5. The teaching model used should teach students in self-learning technique and the way to achieve knowledge by self-effort.

6. The teaching model used should raise and develop the value and the attitude of students in their daily life.

2.3.4 Self-learning strategy

The base concept of self-learning is the design of learning program that is well organized, so every student can choose or determine the material and the development of self-learning (Majid, 2013). In addition, Majid (2013) also said that self-learning strategy is teaching strategy that is purposed to build individual initiative, self-rule, and self-improvement. According to that statement, can be concluded that self-learning strategy is strategy that gives a chance to students to choose the material that will be used in teaching-learning process. There are several characteristics of this strategy, namely:

a. Student-centered.

b. Activities oriented.

c. Learning through experiences.

d. Self-evaluation (students).
e. Students can decide which experience that can be their focus study.

f. Students can choose which skills that they want to develop.

g. Students can choose how the way they make a concept of study from their experiences.

In this strategy, teachers become a fasilitator such as in indirect instructional strategy and interactive strategy. Teachers fasilitate and help students who have difficulty in a specific material. Teacher also reconstruct the material so that appropriate for self-learning.

2.3.5 Experiential Strategy

Majid (2013) defined experiental strategy as teaching strategy through experience using inductive sequence form, student centered, and activities oriented. It means students use their experience to build their knowledge and the teacher's role is to provide guidance to the students. In this strategy, teachers have a role to create a situation in which students can learn naturally by direct experiencing. There are five characteristics of this strategy, namely:

a. It is not limited by time.

b. Students can decide the place to study.

c. Students can choose the time to study.

d. Students can choose and determine the material themselves.

e. Students can develop their learning by themselves.

Based on Hamlik (as cited in Zakaria, 2012), there are several condition which should become concern in this case, namely:
1. Teachers formulate a learning experience design that is open minded, and it has specific results carefully.

2. Teachers should give stimulus and motivation.

3. Students can work individually or in small groups/entire groups in the learning based experience.

4. Students are placed in real situation. It means that students are able to solve problem in real situation, not in fake situation.