CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents some theoretical frameworks that are related to the title and problem statements. The review of related literature such as: teaching English, teaching speaking and teaching strategy.

2.1. Teaching English as a Foreign Language

English subject in Indonesia is a compulsory subject. It is already taught from an early age until in university. Yet the most of the students still cannot understand it. The students commonly use “Bahasa” as a mother tongue even in English teaching learning process. Moreover, Indonesia’s mother tongue “Bahasa” is very different from English language. People can see that the linguistic processes is very different between using mother tongue and using foreign language. So, Teaching English as a Foreign Language is hard work.

There are four skills in English that students should master. Those skills are speaking, writing, listening, and reading. In learning language, four skills should exist because it has the aim to give the students capability in English. It can be underlined that instructors should have or find some ways to teach English as a foreign language in Indonesia. The instructors may apply several methods, techniques, and strategies to help them to manage the class in classroom activities. Those ways will facilitate the instructor in teaching learning process.

2.2 Teaching Speaking

Speaking is important skill to be taught in language learning. Czaplicki in (Pawlak, Waniek-Klimczak, & Majer, 2011) says that teaching speaking is an
essential aspect of developing students’ sociolinguistic competence in a foreign language at any level. Therefore, it is essential that English instructors pay great attention to teaching speaking. English instructors need to know the students’ ability in speaking English. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes places is desired. Instructors must recognize which speaking that is needed by the students while designing speaking activities.

2.2.1. Problems in Teaching Speaking

(Ur, 2009) finds that there are some problems with speaking activities in the classroom, as follows:

1. **Inhibition**: instructors commonly find that students are often inhibited while they are trying to say something in foreign language in the classroom. They might be worried about making mistakes and getting the fear or shy while speak in front of class.

2. **Nothing to say**: instructors often hear students say that they cannot think of anything to say, they are suddenly blank in the middle of speaking. It makes students shy when they have to stick their speech in front of another students. it can cause the impact to the students’ unwilling to speak anymore.

3. **Low or uneven participation**: in class, there is a student who dominates the teaching and learning process. He/she may has the special ability to speak or understand more than others. Yet some of others do not even participate in teaching learning process. It is called a low or uneven participation. It is
compounded by the tendency of some students that dominate, while others speak very little or not at all.

4. Mother tongue use: in some classes that is dominated with students from the same region, they share the same mother tongue, they may tend to use it because it is easier and it feels more natural to speak to one another using their mother tongue than in a foreign language. Some students keep to speak in their mother tongue in the class.

According to (Thornbury, 2013) the difficulties that learner-speaker faces were divided into two main areas:

1. Knowledge factors: the learner doesn’t yet know aspects of the language that enable production

2. Skills factors: the learners’ knowledge is not sufficiently automated to ensure fluency.

Another factor; affective factors, such as lack of confidence or self-consciousness, which might inhibit fluency.

Tsui in (Nunan, 1999) also found in her research, five principal factors for the reluctance of the students to speak up. There are:

1. Students perceived low proficiency in English; students did not have competence to respond to instructor’s answer in English, lack of confidence, unwillingness to take risks, and their perception that their English was poor.
2. *Students fear of mistakes and derision;* Asian cultures inhibiting students to speak up in front of their friends, it makes students afraid of making fools in front of their classmate.

3. *Instructor intolerance of silence;* many instructors did not give much time to students in the study.

4. *Uneven allocation of turns;* instructors favored the better students when soliciting responses. It is probably related to intolerance of silence. Instructors could be sure that there would not be periods of silence or confusion in their classrooms.

5. *Incomprehensible input;* in convey the material, instructor feels that use simple and clear words or sentences which in fact, it is quite difficult to understand and not specific enough that often makes students confuse.

### 2.3 Teaching Strategy

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 2007). Strategy is a series of methods, ways, designs, that are used to achieve certain aims or goals of something whether it is to solve the problems, task, or to control something (Brown, 2007). (Brown, 2007) describes strategies as the specific ways that are very various used by each individual to achieve some certain goals of something.

Teaching strategy is one of important components in the teaching learning process that will help instructor to manage the class. Teaching strategy is instructors’ style used in choosing teaching learning activities in order to achieve
the aim of teaching and learning process (Uno, 2010). Instructor use teaching strategy to facilitate students in understanding the lesson to reach the purpose of study.

Thus, from the explanation above, it can be concluded that teaching strategy is strategy or set of planning in teaching learning process used by instructor to improve students’ understanding in order to achieve a successful teaching and learning process.

2.3.1. Kinds of Teaching Strategy

There are many kinds of teaching strategies from several experts. Teaching strategy can be classified into some characteristics and comes from various classifications. In this case, the researcher found there are many kinds of teaching strategies such as (Majid, 2016) and Eggen and Kauchak in (Ismariyanti, 2009). Majid divided five kinds of teaching strategy such as (1) direct instructional strategy, (2) indirect instructional strategy, (3) interactive strategy, (4) experiential learning, (5) self-learning (Majid, 2016).

2.3.1.1. Direct Instructional Strategy

Direct instructional strategy is a strategy that the characteristic is instructor-centered. It consists of speech method, didactic question, explicit learning, practice, and demonstration. However, this strategy has known as the effective strategy for improving students’ skill (Majid, 2016).

Direct instructional is focus on the practice which is implemented on the real situation. Instructor must ensure that the students will get involved in teaching learning process even though it is an instructor-centered. The implementation of
this strategy, instructor has a role to lead activities, giving materials, giving instructions, taking assessment though the tasks, and so on. The main key of the component of this teaching is the instructor. The success of this strategy depends on the instructor.

a) The Characteristics of Direct Instructional Strategy:

The characteristics of direct instructional strategy needs to:

a. Learning objective; it must be oriented to students. It contains of the description of the aim of teaching and learning, evaluation, indicator of successful teaching and learning.

b. Pattern and steps of learning activities; there are five steps that very important in direct strategy such as conveys the aims of teaching and learning process, transfer knowledge, lead the practice, check the students’ understanding and give feedback, give rehearsal.

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

b) Advantages and Disadvantages of Direct Instructional Strategy

<table>
<thead>
<tr>
<th>Advantages:</th>
<th>Disadvantages:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor can manage the teaching learning process.</td>
<td>It will difficult to resolve the differentiate students’ need, ability and interest.</td>
</tr>
<tr>
<td>The strategy can be implemented in small or big class.</td>
<td>It is not effective to develop social skill and students’ interpersonal.</td>
</tr>
<tr>
<td>Effective to teach low achievement students.</td>
<td>The successful of this strategy depends on instructor.</td>
</tr>
</tbody>
</table>
c) **Steps of Implementing the Direct Instructional Strategy:**

1. Instructor explains the aims or goals of the teaching
2. Instructor demonstrates their knowledge or skills, or presents the information step by step systematically
3. Instructor gives the guidance related with the teaching and learning process
4. The instructor should check the students’ understanding and give the feedback.
5. Implementing the concept that has been taught and giving the rehearsal for student.

From all the explanation above, it can be summed up that the process of teaching learning is done systematically by following the instructor’s instruction. The direct instructional strategy is effective to develop and enlarge students’ skill.

2.3.1.2. **Indirect Instructional Strategy**

Indirect instructional strategy is opposite of the direct instructional strategy. The direct instructional strategy is the instructor-centered strategy, while indirect instructional strategy is student-centered. Majid illustrates that indirect instructional strategy is commonly student-centered, although both of strategy can complete each other. Instructors in this strategy have a role as a facilitator, proponent, and resource person. The instructor’s job is more to help students to learn.

a) **The Characteristics of Indirect Instructional Strategy:**

a. Focus on students-centered
b. Instructor gives facilities of teaching learning process
c. Instructor as a facilitator, supporter, and resources person

d. Instructor demands the students’ involvement doing the observation, investigation, taking conclusion, and finding solution.

b) Advantages and Disadvantages of Indirect Instructional Strategy

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>To encourage students’ interest and curiosity.</td>
<td>Need a long time to practice.</td>
</tr>
<tr>
<td>To develop critical thinking of students to solve problem</td>
<td>Unpredictable outcome.</td>
</tr>
<tr>
<td>To encourage students’ creativity and other skill.</td>
<td>Inappropriate for some students.</td>
</tr>
<tr>
<td>Students more understand.</td>
<td></td>
</tr>
<tr>
<td>Students can express their understanding.</td>
<td></td>
</tr>
</tbody>
</table>

c) Steps of Implementing the Indirect Instructional Strategy

1. Instructor prepares the material

2. Instructor gives questions that can build up idea in their mind

3. The instructor catches the core of discussion or students’ answer to analyze the problems deeply

4. Taking conclusion from the discussion that consist of developing questions, students; ideas, steps of problem solving

5. Instructor gives the chance for students to think and give explanation.

In conclusion, in indirect instructional strategy, the instructor’s role is to provide the steps in teaching learning process, while the students’ role is looking for the knowledge, conclusion, solution, or inference from activities in classroom as a learning experience.
2.3.1.3. Interactive Strategy

Interactive strategy is a way or teaching strategy that is used by the instructor when they present the lesson, in which the instructor takes role as main actor in creating an educative interactive situation between the instructor and student or student and student with teaching sources that support the achievement of learning goal (Majid, 2016). Interactive strategy can be defined as interaction between the instructor and the students or the students and the students.

(Majid, 2016) adds that interactive strategy is developed in an interactive method that includes class discussion, small discussion, group task, and pair works. It can be sensed that in interactive strategy, instructor creates the discussion situation in classroom when teaching learning process.

In this case, the instructor should pay more attention to the process that the result in teaching learning activities. The main point in the interactive strategy is making students get knowledge by experiencing, not by memorizing. It likes Majid statement in his book that interactive learning does not emphasize on the result, but on the process of learning (Majid, 2016).

a) The Characteristics of Interactive Strategy:

a. Developed in class discussion, group task, and pair works
b. Implements the communication in many direction
c. The class is more flexible and democratic
d. The implementation can be in outdoor and in class.
b) **Advantages and Disadvantages of Interactive Strategy**

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students more understand to make questions, formulate, and find the answer based on observation</td>
<td>It depends on instructor’s fluency in preparing, arranging, and developing group dynamic.</td>
</tr>
<tr>
<td>Students more active in teaching learning</td>
<td></td>
</tr>
<tr>
<td>Build and develops students’ critical thinking</td>
<td></td>
</tr>
</tbody>
</table>

c) **Steps of Implementing Interactive Strategy:**

1. Preparation
2. Beginning information
3. Exploratory
4. Students’ questions
5. Investigation
6. Closing information
7. Reflection

**2.3.1.4. Experiential Learning Strategy**

Kolb in (Majid, 2016) said that experiential term in this case is taken to distinguish between cognitive learning theories that are trending to emphasize more cognitive side than affective and behavior learning theories that eliminate subjective experience character in learning process. (Majid, 2016), define experiential learning as a model of teaching learning process which activate students to build their knowledge and skill through direct real experience. In addition, Mahfudin in (Majid, 2016) gives definition to experiential learning that is
almost same as Majid,” an action to achieve the goal based on experience which continuously change in order to improve the effectiveness of learning result”.

In line, this strategy gives a chance for students to decide which experience that they use as their focus, what skill that they want to develop, and how they make a concept of experience they got (Majid, 2016). On the other word, experiential strategy is strategy used by the instructor in teaching by using students’ real experience directly.

In this strategy, instructor does not transfer knowledge to students anymore but to create a situation in which students can learn and get knowledge from direct experiences. Moreover, this strategy emphasizes on the process of learning, so that process in learning when students get new knowledge or skill is very important.

a) The Characteristics of Experiential Learning Strategy:
   a. Students-centered
   b. Activities oriented
   c. Learning through experiences
   d. Self-evaluation (students)
   e. Students decide their own experience that will their focus study
   f. Students make their own concept of study
   g. Students choose which skills that they want to develop.

b) Kinds of Experiential Learning Strategy:
   a. Case Method is the types of learning that discusses a real case. The instructor can make his own cases or present an exist case in accordance with learning objective and it can motivate the students.
b. Problem-based learning. The background of this learning is humans always have problems to solve.

c. Games, simulation, and role playing. Those activities are fun for students. However, the learning objectives should focus.

c) **Steps of Implementing the Experiential Learning Strategy:**

Based on Kolb’s experiential learning cycle, it can be describing that there are at least 4 steps of experiential learning strategy:

1. **Concrete experience.** There is stimulus to attract students’ responses. The experiences got from their experienced or now in realistic situation. It does individual or group to do.

2. **Reflective observation.** Students observe the objects use five senses or props. Students are required to describe, communicate, and learn from that experience.

3. **Abstract conceptualization.** Students looking for the reasons and relation from the experience gained.

4. **Application/active experimental (doing).** Students try to apply how the model or theory work.

**2.3.1.5. Self-Learning Strategy**

The base concept of self-learning is the design of learning program that is organized such well, so every student can choose or determine the teaching and learning material and development of self-learning. It means self-learning is learning that is mainly depend on the student. Self-learning is meant to cover the weaknesses of classical learning, especially to give opportunity for students to
move forward based on their own abilities, to accustom students to learn more active, and to cover the difficulties of teaching for the instructor who has the less competence (Majid, 2016).

Self-learning strategy is teaching strategy that is purposed to build individual initiative, self-rule, and self-improvement (Majid, 2016). The strategy is focused on self-learning design that is designed by students with the guide of the instructor. This strategy is very efficient to cover students’ differentiation in learning.

The instructor’s role changes from instructor/instructor to facilitator and designer of learning. As a facilitator, instructor has a job to help students who face problem in learning rather than lead them from the beginning until the end of teaching & learning (Majid, 2016).

a) The Characteristics of Self-Learning Strategy:
   a. There is no limited time
   b. Students decide the place to study
   c. Students choose the time to study
   d. Students choose and determine the material themselves
   e. Students develop their learning by themselves.

In addition, based on Eggen and Kauchak in (Ismariyanti, 2009) there are four kinds of teaching strategies as follows:

2.3.1.6. Expository Teaching Strategy

Expository strategy is the kinds of teaching strategy that use a traditional principle in application. It presents the instructor performance as the center of
teaching learning process; the instructor explains the information to the student mostly. Expository strategy is usually implemented in a large group because it focuses on information which gained. In implementing expository teaching strategy, there are some steps involved;

- Instructor:
  1. Define concept and clarify terms.
  2. Link to super-ordinate concepts.
  3. Present positive and negative examples.

- Students:
  4. Classify and explain additional instructor examples as either positive or negative.
  5. Provide additional example.

2.3.1.7. Discovery Teaching Strategy

Discovery teaching is nearly similar to expository teaching strategy in principle, yet discovery teaching strategy consists of teaching in which students draw their own conclusion from information given by the instructor. As expository strategy, discovery strategy begins with the preparation of an objective. The instructor facilitates the students by guidance or providing data which should be analyzed by students themselves. The instructor is also asking questions to the students to explore more about the information which is provided. Discussion is a good example for use in discovery strategy.
2.3.1.8. Discussion Teaching Strategy

Discussion teaching strategy is typically less instructor-directed and needs more-times to practice. In this strategy, instructor becomes more a facilitator. Students will exchange their idea and more interact with other students.

There are five decisions that must be made when planning and organizing a discussion activity:

1. The instructor must carefully consider the goals will be reached in discussion. The goal is the acquisition of a cognitive or social skill.

2. The instructor must decide the activities which best implemented in large or small group. The activities might be in such forms as buzz group, a mock trial, brainstorming, case studies, role playing, and simulation. On another hand, the development of analysis, synthesis, or evaluation skills should be instructor directed.

3. The instructor must give attention in each activities of discussion. The discussion should be done step by step in order to evaluate the students’ analysis development. For young or inexperienced students, the instructor gives the students explicit directions, a relatively simple task, and short time period in order to acquire experience.

4. The instructor should think the time allotted for discussion activity. The time should be quite short in order to make the students concrete about the task given.

5. The discussion should result in a specific product such as summary, list, series of conclusion, or something similar.
2.3.1.9. Inquiry Teaching Strategy

Inquiry teaching strategy involves providing students with content-related problem which serve as focus for the class’s research activities. Here, the students expected to define hypotheses, gather the data relevant to hypotheses, give solutions toward the problem, and evaluate the data to arrive the conclusion. So, the students are not only associated with the problem but also procedures for solving problem.