CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides some theories which are used by the researcher to support the research. It contains teaching strategy, classroom management, and movie.

2.1. Teaching Strategy

The teaching strategy is one of the crucial things in the teaching and learning process. In addition, to face different character of each student, the teacher needs to arrange some strategies to make sure the students get along with the material. Moreover, the strategy is a method to face a problem or task to achieve a specific purpose. It is usually a design which planned to control and utilize information (Anthony in Brown, 2000). Furthermore, Sudjana in Wahyuni defined teaching strategy as the tactic of a teacher to encourage the students to achieve effective and efficient learning goals. Husamah et al (2016) also explained that teaching strategy is a plan of action including the use of method and utilization of various resources. In other words, it is a learning strength that is arranged to achieve certain goals.

Besides, there is another term which has close meaning with the teaching strategy that is approach, method, and technique. Even though the meaning is close it has a different meaning. Approach is the way people acquire their language and how it is used to achieve an effective learning process (Harmer, 2015). In addition, Anthony as cited in Brown (2015) stated that an approach is a group of assumptions related to the nature of language, learning, and teaching.
The approach cannot be separated from the strategy because it describes the nature of language and language learning. Based on the explanation above, the approach is dealing with the teaching, language, and language learning to attain particular goals.

Furthermore, method is the realization of an approach (Harmer, 2015). It indicates that the existing theory will be practiced, the alternative of particular skill and material to be taught, and which material will be provided. Besides, the method was described as an overall plan for the systematic presentation of a language course based on a selected approach (Anthony as cited in Brown, 2015).

In addition, Brown (2000) stated that teaching 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 and understand". Furthermore, particular activities carried out in the classroom which has the same pattern with a method and has a rhythm with an approach is defined as a technique (Anthony in Brown, 2000). In other words, the teaching technique is any kind of activities, exercises, and devices used in the language classroom to reach the goal of learning.

Anthony (as cited in Richards & Rodgers, 2001) explained the correlation between approach, method, and technique.

"Approach is the level of which assumptions and beliefs about language and language learning are specified; method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented; technique is the level at which classroom procedures are described."
Thus, a teacher should figure out which strategy is appropriate for the student and the condition of the classroom. For instance, a class which contains students who have high achievement and low achievement will get a different treatment. Treatment means the teaching strategy should be different based on how fast is their learning ability.

According to Saskatchewan Educational as cited in Majid (2013) mentioned there are five kinds of teaching strategies, they are:

2.1.1. Direct Strategy

The direct strategy is a way of teaching based on the teacher center, the majority of information is from the teacher. This strategy includes the lecture method, didactic questions, explicit teaching, practice, demonstration, etc. It is effective to expand information and develop skills. There are some characteristics of direct strategy:

1) Clear learning goals, emphasize the purpose of learning and student-oriented.

2) There are five crucial steps of syntax or the flow of learning activities: Conveying the purposes and preparing the students, Demonstrating knowledge and skills, Guiding practice, Checking students understanding and giving feedback, Giving a chance to practice, and advance practice & application of concepts.

3) Management system and learning environment that supports the process and successful learning. A good environment and appropriate media will support a successful direct strategy.
In summary, direct strategies depend on the student's motivation to observe and listen to the teacher's explanation and activity. It is a strategy to organize the students, to arrange a good tempo in learning activities, and to set student involvement. The direct strategy has some advantages and disadvantages, the advantages of this strategy are as follows:

1) The teacher can manage the materials and decided which materials delivered to the students. It helps to keep the focus on the goals of teaching and learning.
2) Effective for small or big class.
3) A good way to teach a low achiever.
4) Emphasize listening activities through the lecture method.
5) Direct instruction strategy can minimalize the big gap between theory and observation/practice in class. It helps the students to concentrate on the result despite the theory.
6) A student who can not direct themselves can be a high achiever by applying this strategy.

Despite the advantages, there are some disadvantages of the direct strategy. The disadvantages are:

1) Difficult to overcome the difference in ability, initial knowledge, level of understanding, learning style, or student’s interest.
2) The students are unable to develop their social and interpersonal skills.
3) The teacher's image is a crucial thing because the strategy depends on how the teachers bring themselves to convince students with their ability, knowledge, etc.

4) A good teacher’s communication style gives a better result in this teaching strategy.

5) Student's involvement is number one. If the teacher failed to get along with the students then they will lose focus after 10-15 minutes. Finally, the goal of teaching and learning is failed to be reached.

2.1.2. Indirect Strategy

Indirect strategy referred to inquiry, inductive, problem solving, decision making, and discovery. It is the opposite of direct strategy, the direct strategy is focusing on teacher, otherwise, the indirect strategy is student's dominant. In addition, both strategy can complement each other. The teacher's role is facilitator, supporter, and resource person. Moreover, Indirect strategy shows the form of high involvement of students in observing, investigating, describing information based on data, or forming hypotheses. Robertson and Lang as citied in Majid (2014) mentioned there are several characteristics of indirect strategy as follows:

1) The students demand to be active in some activities such as observation, investigation, decision-making, searching for alternative solutions.

2) The main role of the teacher is a facilitator, motivator, resource person through the creation of a learning environment, providing opportunities for students to be actively involved, as well as providing feedback for students.
In addition, indirect strategy appropriate to apply in some situation such as: 1) Learning outcomes regarding thinking abilities, attitudes, and values; 2) Process is as important as product; 3) The students need to investigate or find something; 4) The solution of problem is open; 5) Learning focusing on the development of personal understanding with long-term concept; 6) Related to decision making or problems that need a solution; and 7) Related to skills development of life-long learning. Thus, the indirect strategy emphasizes efforts to facilitate students learning, establishing good relations between teachers and students that is as a mentor of the growth and development of the students. Moreover, the indirect strategy has some advantages when it applied in the classroom, there are five advantages as follows:

1) Encourage interest and curiosity of the students.
2) Create alternative and problem-solving.
3) Encourage creativity and the development of interpersonal skills and other skills.
4) Better understanding.
5) Express understanding.

Whereas the disadvantages of indirect strategy require a long time, and difficult to predict learning outcomes. This strategy doesn't suitable if the students need to memorize the materials quickly. Based on the explanation above, the indirect strategy is providing the students to be more active and participate in the learning process. Besides, the teachers provide learning steps, the one who
participate in the learning process until determining conclusions, solutions or inferences from activities in the classroom as a learning experience is the students.

2.1.3. Interactive strategy

According to Seaman and Fellenz (as cited in Majid, 2014) discussion and sharing giving a chance to the students to be active and participate with the ideas, experience, insight, and knowledge of the teachers or other students and to find alternative ways of thinking and feeling. In addition, the interactive strategy is focusing on the form of sharing and discussion among the other students and learning sources, students with the teacher. It creates a learning environment that can develop and discover the students understanding and knowledge through investigation and question with one and others. In interactive strategy, the teacher as a facilitator, mediator, evaluator, guide, and reformer. Therefore, in the classroom the students should be active, the measurement of student’s role is by looking at the way the students pay attention with the situation, take notes, asking, answering, express opinion, and doing assignments both individuals or groups. Moreover, Suparman in Majid (2014) mentioned there are seven characteristics of interactive strategy, they are:

1) There are a lot of varieties of activities of groups and individuals.
2) The mental involvement of the students is at a high level.
3) The teacher as a facilitator, resource person, and a democratic class manager.
4) Applying a many-way pattern of communication.
5) Classroom environment set as a flexible, democratic, challenging, and keep focusing on the goals of teaching and learning.
6) Potensial can produce effective side impact.

7) Able to apply in outdoor or indoor activity.

Drost in Majid (2014) stated that the key of a successful learning process is a good relationship between each member of the classroom, such as student and teacher, student and student. They should help and care with each other, know their responsibility, collaborating and sharing. Therefore, an interactive strategy is a good strategy when they can cooperate and reach the goals of teaching and learning activity. In addition, there are several advantages and disadvantages to this strategy, the advantages are:

1) The students can get knowledge from the other students and teachers to build social skills and another ability.
2) Organizing thought and building rational arguments.
3) The possibility to explore groups and interactive method is high.

Besides, the disadvantages are the interactive strategy depends on the skills of the teacher on arranging and developing group dynamics. Each strategy has its advantages and disadvantages. Therefore, the teacher should analyze which strategy is appropriate with the students and classroom characteristic in order to reach the goals of the learning process.

2.1.4. Experiential Learning Strategy

It is a strategy based on student's experience which forms as student-centered and activity-oriented. In addition, experiential strategy emphasize the learning process, not learning outcomes. By applying this strategy the students able to develop their knowledge and skill through direct experience. experiential
learning using the experience as a catalyzer to help students develop their ability in the learning process. It is giving a chance for the students to decide what kind of experience they want, which skills they need to develop, and how they can make a concept from their own experienced. Kolb in Majid (2014) stated there are four learning cycles of experiential learning strategy as follows:

1) Concrete experience, the teacher is giving a stimulus to encourage the students to do some activity. The activity is from a realistic situation.

2) Reflective observation, the students doing observation through experience from the activity have done before using five senses as well as props. after that the students reflect on their experience, the result of the reflection they get new knowledge.

3) Abstract conceptualization, find the reasons and relation of experience gained by the students.

4) Application, plan to test the effectivity of model or theory to explain a new experience.

Besides, the advantages of experiential strategy are increasing students participation, critical-thinking, increasing students ability to analyze a situation, able to implement learning strategy in a different situation. Moreover, the disadvantages are emphasizing only on the process not the result, students safety, expensive fees, need a long time.

2.1.5. Self- Learning Strategy

It is a strategy that allows arranging the learning programs so the students are able to decide the materials and learning progress. Self-Learning strategy
enables students to develop their initiatives, independence, and self-development. In order to reach a successful self-learning there is some specific strategy to follow, they are:

1) Specify learning goals, types and levels.
2) Decide the steps to present learning materials
3) Choose the media used
4) Estimate cost required
5) Time and Schedule
6) Learning procedure
7) Instrument and assessment procedure

Planning is the key of self-learning strategy. Go along with the strategy and monitor self-development generates a good result of self-learning. This strategy designed to guide students learning with less teacher's help. Whereas, the teacher is a facilitator and a designer of the learning process. The students will follow a special designed material so, problem or difficulties have been anticipated beforehand. Self-learning strategy is one of beneficial strategy because of the flexibility. Moreover, it is non-binding as well as train the student's independency so, they doesn’t rely on teacher explanation and attendance. Nowadays, self-learning metamorphosed as an open learning system, distance learning, and e-learning.

2.2. Classroom Management

Classroom management is the way a teacher control the class. It helps the teacher to reduce problems of discipline and control. Clark and Star (2002)
defined classroom management as a process of organizing and conducting the class to make it runs smoothly. It influenced by the certain situation in the classroom such as group size, age, and background of students, the solidarity of groups, organizational materials, space, facilities, and resources. Furthermore, the purpose of classroom management is to make sure the class time focusing on the teaching and learning process. There are some techniques to build a good classroom atmosphere such as:

a. Teacher personality and classroom atmosphere. The teacher’s character is influencing the condition of the class. A teacher required to be friendly, cheerful, fair, consistent, interested, honest, interesting and helpful.

b. Achieving the proper perspective. a principle "You are not a police, you are a teacher" is perfect to describe a teacher’s role in the class. Combining the sense of humor and the sense of proportion is good to generate an enjoyable classroom environment.

c. Creating a friendly atmosphere. Action is one of important part in classroom management. Being friend with students helps manage the class. Yet, a teacher shouldn’t forget that adolescents prefer that adults act their age.

d. Setting a good example. A teacher tends to be a good person who has a good personality so, the students can learn both from the teacher’s personality and knowledge.
e. Diffusely structuring the class. Utilize student leadership potential to build a positive atmosphere, to build a student-centered communication pattern, to establish suitable group norms, and group cohesiveness.

Thus, a teacher needs to know what kind of students, situation, and character that will be faced in class. Therefore, the teacher can arrange appropriate classroom management to achieve the goal of teaching and learning activity. In addition, a teacher is going to face some problems during teaching in the class. One of the problems is student discipline. A major goal of classroom management is student self-discipline (Clark and Starr, 2002). Therefore, the teacher tends to help students build self-discipline. There are disciplinary techniques that helpful to manage students discipline:

a. Preventive discipline, there are three steps to prevent teaching and classes from being the reason for discipline problems. First, ensure that the one who caused the problem is not you. Sometimes, a teacher doesn't aware of self-mistakes. Second, make sure that your class is not part of the problem. Third, teach the students to bear with the environment.

b. Enforcing rules, applying forcing rules is a little bit hard for the first time yet, after the implementation the students can establish any behavior that will accept and tolerate.

c. Avoiding poor enforcement, the teacher should decide what kind of technique enforcement that used. Avoid criticizing or scolding students too much because it is arousing the support and sympathy of the other students as well as it is slow down the lesson.
d. Punishment, the teacher should give punishment in appropriate and constructive. Reasonable punishment is effective for students.

e. Positive approach, as a teacher recognizing students development, is necessary. Display and congratulate students good work will make them happy.

Every teacher has their way to discipline the students. Avoiding negative ways is much better because no student wants to be hurt. The teacher tends to aware of any situation in class so, they can quickly take action to make sure an effective teaching and learning activities.

2.3. Movie

"Ron Clark Story" is a movie which tells about a teacher named Ron Clark. He faced many problems when teaching a special class. The member of the class is students who have a lot of problem in their life or even with their character. It is a simple story yet it fulfills with the valuable message. Besides, it is a movie based on the real story. It can touch the audience how is the struggle of Ron Clark during teaching troublesome students.

The movie is a media made by an idea which produce in the form of videos, one of the important element in a movie is entertainment and meaning (Rabiger, 2009). Moreover, O’pray (2004) explained a movie is recording device that simply captures reality and as such, it can have no aesthetic properties except those of what it records. It can be concluded that the movie is a literature product which forms as a video that contains the valuable meaning of life. Moreover, in
order to analyze a movie, there are some ways or method to take the data from a movie, the methods are:

2.3.1 **Auteur study**

According to Stokes (2003) Auteur/author is a study of movie/film focusing on the way approach or analyze a movie based on the author. In this study, the meaning of the author here usually translated as a director.

2.3.2 **Mise-en-scene**

Analyzing a movie using mise-en-scene means the researcher enjoy the visual of a movie (Shafrir as citied in Wiraatmaja, 2019). It provides some elements such as setting, lighting, costume, and behavior of the figure (Stokes, 2003). Behaviour of the figure means anything which you can see from a person or character in a movie. It includes dialogue, expression or gestures.