

CHAPTER II

REVIEW OF LITERATURE

This chapter reviews the strategies that underlie this research as well as some research findings that the English teaching strategies will provide positive results, increasing the attractiveness of students in learning English and will especially provide a good effect for English learners; the discussion covers the framework of this research.

2.1 Teaching Strategies

2.2 .1 Definition of Teaching Strategies

Teaching strategies can be said as the first step and English teacher to master in teaching English because there are many kinds of teaching strategies that can be used. Every strategy also has the different result. For example, the teacher can apply many kinds of strategies in the English class to create the student's interest and also to increase the student's attention in learning process. The good strategy in teaching English process will give the different value to the learner. So, as the English teacher must master the affective strategies if they want success in learning process.

Teaching strategies are general plans for lessons that cover the structure of desired learner behavior in terms of the purpose of instruction and the outline of planned tactics needed to implement the strategy. Sarode (2018: 58) stated teaching strategies refer to methods used to help students learn the contents of the desired course and can develop goals that can be achieved in the future.

Sarjan and Mardiana (2017: 151) stated that teaching strategy is general plans for lessons that include structure, student behavior desires, in terms of teaching goal, and outlines of tactics needed to implement strategies that must be mastered by the English teacher to teach the lesson to the student the class. So, that lesson will be understood and be used as good as possible.

Brown (2000: 113) stated that strategies are specific methods of approaching a problem or task, modes of operation of achieving a particular end, planned designs for controlling and manipulating certain information. In another statement, Iskandarwassid and Sunendar (2011: 6) say that teaching strategy is habitual and action used by the teacher to get the successfully of learning, directional and interesting. This definition, is more learning to an action which can be observed, even that definition may also included the cognitive measures that were not observed.

Herrell and Jordan (1997: 12) stated that teaching English strategies are important for teachers of English learners to recognize important ways in which they must adapt their lessons and assessments to meet the unique needs of these students. The teacher needs to understand the basic support that must be provided for mastering English in the context of the classroom. English students can comprehensively acquire language and content if they are given scaffolding that is appropriate and assessed in a way that enables them to demonstrate their understanding and knowledge.

So from the definition above the researcher take's conclusion that teaching strategies is general plans for lessons that include structure, student behavior desires,

in terms of teaching goal refer to methods used to help students learn the contents of the desired course and can develop goals that can be achieved in the future.

2.3 Kind of Teaching Strategies

In teaching English Process, it is better to know the types of teaching English strategies because different methods have influence toward student learning process. Some of the students maybe have a different need in the learning process. It is possible to give the different priorities depending on the needs of student process. Various teaching strategies have been proposed and applied in language classes to help teachers and students achieve learning goals. As Wehrli and Nyquist (2003: 1–6) explain the teaching strategies with advantages and disadvantages as follow:

1) Brainstorming

A process for generating multiple ideas/options in which judgment is suspended until a maximum number of ideas has been generated. Following generation of ideas, options are typically analyzed, a best solution identified, and a plan of action developed.

The Advantages Brainstorming strategy as Wehrli and Nyquist (2003: 1–6):

- a. Actively involves learners in higher levels of thinking
- b. Promotes peer learning and creates synergy
- c. Promotes critical thinking
- d. Help groups reach consensus

The Disadvantages Brainstorming strategy as (2003: 1–6) :

- a. Requires that learners discipline their inputs to the discussion (generate ideas without making judgments)
- b. May not be effective with large groups
- c. Can lead to “group think”

2) Case-Based Small-Group Discussion

Small group of 5-10 address case-based tasks, exchanging points of view while working through a problem-solving process. In problem-Base Learning, the problem comes first and learners work through the problem through progressive disclosure by making hypotheses, exploring mechanisms, developing and researching learning issues, and applying new information to the case.

The Advantages Case-Based Small-Group Discussion strategy as Wehrli and Nyquist (2003: 1–6):

- a. Actively involves participants and stimulates peer group learning
- b. Helps participant explore pre-existing knowledge and build on what they know
- c. Facilitates exchange of ideas and awareness of mutual concerns
- d. Develops leadership, teamwork, communication, and collaboration skills
- e. Promotes higher levels of thinking (application, synthesis, evaluation) versus simple memorization

The Disadvantages Case-Based Small-Group Discussion strategy as (2003: 1–6) :

- a. Can potentially degenerate into off-task or social conversations

- b. Can be a challenge to ensure participation by all, especially in larger groups
- c. Can be frustrating for participants when they are at significantly different levels of knowledge and skill
- d. Can be unpredictable in terms of outcomes
- e. Increases potential for interpersonal conflicts
- f. Can be time-consuming

3) Computer simulation

In the medical context used to teach specific examination, procedural, and data interpretation skills and the effect of drugs and interventions in a realistic situation without endangering patients.

The Advantages Computer Simulation strategy as Wehrli and Nyquist (2003: 1-6):

- a. Can portray realistic situations
- b. Allows for focused learning that eliminates irrelevant aspects
- c. Can be used when “real” experiences are not readily available or would endanger patients
- d. Provides immediate feedback

The Disadvantages Computer Simulation strategy as Wehrli and Nyquist (2003: 1-6):

- a. Can be costly to buy and maintain computerized simulators
- b. Limits number of people who can access the learning at the same time

- c. Can create scheduling and logistics challenges

4) Demonstration

Performing an activity so that learners can observe how it is done in order to help prepare learner to transfer theory to practical application. Moreover, demonstration strategy involves the teacher showing learners ho to do something.

The Advantages Demonstration strategy as Wehrli and Nyquist (2003: 1–6):

- a. Helps people who learn well by modeling others
- b. Promotes self-confidence
- c. Provides opportunity for targeted questions and answers.
- d. Allows attention to be focused on specific details rather than general theories

The Disadvantages Demonstration strategy as Wehrli and Nyquist (2003: 1–6):

- a. Is of limited value for people who do not learn best by observing others.
- b. May not be appropriate for the different learning rates of the participants.
- c. Requires that demonstrator have specialized expertise if highly technical tasks are involved.

5) Games

Games are used to bring competition, participation, drills, and feedback into the learning experience as a motivator and opportunity for application of principles. Carefully planned classroom use of games (e.g., for practicing certain verbs, tenses, questions, locatives, etc.

The Advantages Games strategy as Wehrli and Nyquist (2003: 1–6):

- a. Actively involves learners
- b. Can add or regenerate motivation
- c. Promotes team learning and collaborative skills
- d. Provides a challenge that can lead to confidence in knowing and expressing the material Provides feedback
- e. Can create a “fun” learning environment

The Disadvantages Games strategy as Wehrli and Nyquist (2003: 1–6):

- a. Can create in-group/out-group feelings
- b. Can demotivate those who are not competitive by nature
- c. Can create feelings of inadequacy in those not as skilled or forceful
- d. Can discourage creativity if the format is very rigid and the focus is strongly on winning

6) Independent Study

Designed to enhance and support other instructional activities. Learning activity is typically done entirely by the individual learner (or group of learners) using resource materials. It may be done using computer/web-based technology. Independent study as an individualized learning experience that allows students to select a topic focus, define problems or questions, gather and analyze information, apply skills, and create a product to show what has been learned.

The Advantages Independent Study as Wehrli and Nyquist (2003: 1–6):

- a. Foster independent learning skills
- b. Allows learners to progress at their own rate
- c. Enhances other learning experiences
- d. Provides opportunity for learner to obtain prerequisite knowledge Allows for flexible, individual schedules and self-pacing

The Disadvantages Independent Study as Wehrli and Nyquist (2003: 1–6):

- a. May be disconnected from immediate objectives
- b. May be difficult to identify/access appropriate materials
- c. Computer-based materials are time-consuming and expensive to develop and may lack complexity needed for more advanced learners

7) Large Group Discussion/ Question and Answer

Employs the art of seeking information and simulating thinking and elaborating at all levels of human reasoning to achieve a given objective.

The Advantages Large Group Discussion/ Question and Answer as Wehrli and Nyquist (2003: 1–6):

- a. Puts the burden of learning on the student and increases learner involvement
- b. Provides both learner and teacher immediate feedback
- c. Is useful for guiding learners to higher levels of thinking and inquiry
- d. Provides valuable clues about learner motivation and how to best facilitate learning
- e. Helps students identify and build on preexisting knowledge

The Disadvantages Large Group Discussion/ Question and Answer as Wehrli and Nyquist (2003: 1–6):

- a. Can be time-consuming
- b. Relies on learner preparation and willingness to participate
- c. Can lead to a dominant few controlling the floor to the exclusion of fuller participation
- d. Cannot ensure full participation within a large group

8) Lecture/Presentation

Primarily didactic presentation of information, usually to a large group and often with the use of audiovisual aids to transmit information.

The Advantages Lecture/Presentation as Wehrli and Nyquist (2003: 1–6):

- a. Can be an effective means of providing new information and clarifying existing information to a large heterogeneous group in a short period of time
- b. Is useful for covering underlying concepts, principles, and systems
- c. Can be a good means to set the stage and lay the necessary groundwork and parameters for a subsequent activity
- d. May stimulate learner interest in future study
- e. May be recorded for future use

The Disadvantages Lecture/Presentation as Wehrli and Nyquist (2003: 1–6):

- a. Places the burden of promoting learning fully on the teacher, unless it is integrated with other techniques (is a passive versus learning activity)

- b. Establishes a “tell me” mind-set in learners
- c. May be presented at the teacher’s level of understanding rather than at the learners’
- d. Offers limited opportunities for assessment and feedback
- e. Can become a crutch for teachers who do not really know the material thoroughly
- f. Can lead to learner overload as it is common for teachers to include too much information in too short a time frame
- g. Provides little opportunity for learner independent thinking
- h. Can lead to boredom
- i. Have very limited effectiveness in teaching anything other than knowledge

9) Role Play

One or more participants adopt a specified role and try to behave in ways characteristic of a person in that role. In medical education, often revolves around a specified clinical scenario.

The Advantages Role Play as Wehrli and Nyquist (2003: 1–6):

- a. Actively involves participants
- b. Adds variety, reality, and specificity to the learning experience
- c. Develops problem-solving and verbal expression skills
- d. Provides practice to build skills before real-world application and when “real” experiences are not readily available

- e. Enables learners to experiment in a safe environment with behaviors which strike them as potentially useful and to identify behaviors which are not
- f. Enables learners to experiment in a safe environment with behaviors which strike them as potentially useful and to identify behaviors which are not
- g. Can provide an entirely new perspective on a situation and develop insights about feelings and relationships
- h. Provides teacher immediate feedback about the learner's understanding and ability to apply concepts
- i. Improves the likelihood of transfer of learning from the classroom to the real world

The Disadvantages Role Play as Wehrli and Nyquist (2003: 1–6):

- a. Puts pressure on learner to perform, which can create embarrassment and even resistance
- b. Depends heavily on learner's imagination and willingness to participate
- c. Can engender strong emotions related to past experiences, empathy, etc.
- d. Can lack focus unless wellplanned, orchestrated, and monitored
- e. Can reinforce ineffective behaviors/strategies if performance is not observed by knowledgeable person who provides appropriate feedback
- f. Can be unpredictable in terms of outcomes
- g. Can be time-consuming

10) Self-Awarness Exercise/Test

Provide insight into how the learner thinks, acts, reacts, or “scores” regarding a particular topic.

The Advantages Self-Awareness Exercise/Test as Wehrli and Nyquist (2003: 1–6):

- a. Provides personal relevance to the learner
- b. Provides a change of pace that creates a high degree of interest
- c. Can facilitate individual insights into the need to make personal improvements

The Disadvantages Self-Awareness Exercise/Test as Wehrli and Nyquist (2003: 1–6):

- a. Can reduce morale if participants don't like what they learn about themselves
- b. May create dead time while waiting for everyone in the group to finish
- c. May create embarrassment and discomfort if learners do not know whether results must be shared and/or if learners are forced to share and compare.

11) Direct Patient Contact

Practicing patient care and communication skills, along with clinical problem-solving, through direct contact with patients.

The Advantages Direct Patient Contact as Wehrli and Nyquist (2003: 1–6):

- a. Provides real-life setting and context
- b. Provides learner with a variety of hands-on experiences
- c. Can provide continuous feedback
- d. Approach can be individualized to the learner

- e. Promotes development of communication and problem-solving skills

The Disadvantages Direct Patient Contact as Wehrli and Nyquist (2003: 1–6):

- a. May not include experience with all skills identified in objectives
- b. Requires direct observation by faculty for optimal use
- c. Requires prior student and preceptor preparation and training
- d. Relies heavily on the skills of the preceptor

12) One-to-One, Precepting

Instruction is provided by the direct interaction between teacher and learner, and may be giving information, demonstrating, questioning, problem-solving, directing learner's work, observing and assessing learner performance, and providing feedback. In the medical education, the case presentation is often a part of this process. Ward/bedside rounds involve a similar process of group learning, often at different levels, in an inpatient setting.

The Advantages One-to-One, Precepting as Wehrli and Nyquist (2003: 1–6):

- a. Actively involves learner in a natural work environment
- b. Allows for an individualized approach tailored to specific needs of the learner
- c. Provides opportunity for role modeling, demonstration, and observation of appropriate professional habits and attitudes
- d. Provides practice to build skills and problem solving in real situations with expert supervision, guidance, and the opportunity for continuous feedback
- e. Can foster teamwork and cooperation

- f. Promotes development of verbal communication skills

The Disadvantages One-to-One, Precepting as Wehrli and Nyquist (2003: 1–6):

- a. Relies heavily on the preceptor being a good role model and having effective teaching, questioning, and feedback skills
- b. Can be hampered by personality conflicts
- c. Can be time-consuming

13) Role Modeling

Intentional teaching strategy in which learners listen to and observe role model performing regular duties of the profession and or “thinking out loud.” Used to introduce learners to clinical skills and problem solving and help them develop appropriate ethical behaviors, habits, and attitudes.

The Advantages Role Modeling as Wehrli and Nyquist (2003: 1–6):

- a. Can be subtle but powerful learning
- b. Tends to generate high learner interest
- c. Doesn’t require additional planning on part of role model

The Disadvantages Role Modeling as Wehrli and Nyquist (2003: 1–6):

- a. Relies on learner identifying with the model
- b. Role model who does not effectively represent desired behaviors can send the wrong message

14) Standardized Patients

Use of actors trained to portray a specific patient role in a consistent and accurate manner to act as a “real” patient would, react differentially depending on behavior of the health professional in training, and to assess learners and provide appropriate feedback.

The Advantages Standardized Patients as Wehrli and Nyquist (2003: 1–6):

- a. Can closely imitate reality
- b. Provide opportunity for focused learning
- c. Can be used when “real” experiences are not available or would be potentially harmful to the patient
- d. Can provide standardized stimulus for learning and assessment
- e. Can provide opportunity for feedback to the learner from the “patient” perspective

The Disadvantages Standardized Patients as Wehrli and Nyquist (2003: 1–6):

- a. Is costly and time-consuming to hire and train standardized patients
- b. Using standardized patients can be logistically complex and require considerable support

In another statement Sammad and Tidore (2015: 50–53) say there are four kind of teaching strategies. There are:

1. Total Physical Response

TPR (Total Physical Response) is teaching languages strategy arranged in coordination commands, speech and action; and strive to teach language through physical activity.

2. Teaching English by using song

Teaching English by using songs is one of the strategies to teach English by using singing or songs as the media. Given that English is a foreign language in Indonesia, of course the learning process requires an appropriate and effective approach English songs can help teachers to create active, creative and fun learning.

3. Teaching English by using games

Media games consist of visual elements (can be seen), audio (can be heard) and motion (can interact). So this game media can arouse students' curiosity, stimulate their reaction to the teacher's explanation, allow students to touch the object of study lessons, help them concretize something that abstract and so on.

4. Teaching English by using stories

Teaching English can be done in various ways, one of which is to read short stories in English. By reading the English sentence but which is still easy to understand will greatly help us in understanding the English-language story.

2.4 Teaching English strategies

2.4.1 Definition of Teaching English Strategies

Teaching English is impossible apart from a various things. Teaching English needed such methods, approaches, and strategies itself. Jordan and Herrel (1997: 12) stated that, teaching strategies is important for teachers of English learners to recognize the essential ways in which they must adapt the lessons and assessment to meet the unique need to these students. Teachers need to understand the basic support that must be provided for English language acquisition in the context of classroom. English learner can be comprehensively acquire language and content if they are given and appropriate scaffolding and assessed in ways that allow them to demonstrate their understanding and knowledge.

Anjaniputra (2013: 1–2) stated that teaching English strategies is role in creating an enjoyable English language learning experience for young students in the classroom. It is very important related to arguments that the core of teaching and learning success is dependent on teachers.

Sarjan and Mardiana (2017: 151) also state that teaching English strategies is generalize plan for a lesson which includes structure, desire learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy in order to help the students to cope with the difficulties in learning English. In another hand, Samsulrijal (2015: 4) state that teaching English strategies is a tool used by English teachers to teach four skills, namely speaking, writing, reading and listening.

Syahputra (2014: 192) said that teaching English strategies refer to the structure, system, methods, techniques, procedures and process that a teacher uses during instruction. These are strategies the teacher employs to assist student learning. The teacher is in charge of determining the appropriate strategies for students, depending on their needs.

So from the definition above the researcher can take conclusion that teaching English strategies is first step for English teacher to master in teaching English because there are many kinds of teaching strategies that can be used. Every strategy also has the different result. For example, the teacher can apply many kinds of strategies in the English class to create the student's interest and also to increase the student's attention in learning process. The good strategy in teaching English process will give the different value to the learner. So, as the English teacher must master the affective strategies if they want success in learning process.

2.5 Review of Previous Study

Some researchers had conducted researches that focused on Teachers strategies in teaching English. First, Mufanti (2015) entitled A social Strategy of University Learners of Low –Level Speaking Proficiency. This research aimed to find out to what extent low level learners use social strategies in speaking. The result of data analysis showed that all low level learners did not use all social strategies in speaking activities.

Second, Apriyandini (2016) entitled “An Analysis of English Teaching Strategies at Vocational High School of Art (Case Study at SMK Negeri 8/SMKI Surakarta in the Academic Year 2015/2016)” this study aimed to investigate the teaching strategies at the SMK Negeri 8/SMKI Surakarta, to the analyse influence factors of the teaching strategies, and to describe the implementation of teaching strategies at the classroom practice. Base on result of the research show that teachers have six teaching strategies to cover planning, teaching practice and assessment.

The other research was also done by Wahidah (2015) entitled “Teachers Strategies in Teaching English at Muslim Wittaya Phuket School” this study concluded that the teachers applied four kind teaching strategies. This is also done to help the students to master in learning English. Based on the result of the research, it can be conclude that there are some strategies especially in teaching English language. However, the researcher was interested to get more common data from the English teacher’s strategies.

