

CHAPTER II

LITERATURE REVIEW

This chapter discussed theoretical review and theoretical framework underlying this study. The theoretical review described of related theory on teaching strategy in teaching speaking and students' response toward strategies of teaching as theoretical framework and ideas in conducting this research.

2.1 Teaching Strategies

Strategy implies thoughtful planning to do something (Orlich et al, 2010). Strategies are specific methods of approaching problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information (Brown, 2001). Strategy on the other hand can be concluded as a plan which includes specific methods and resources, media or material to achieve learning goals. It can also be concluded that method is the part of teaching strategies.

According to Brown (2001), method is a generalized set of classroom specifications for accomplishing linguistic objectives. Method is practical realization of an approach which includes various procedures and techniques as part of their standard fare (Harmer, 2001). Method in the other hand can be concluded as the way which is used by the teacher to implement the plan that has been planned.

For the reason that strategy is intended to achieve a particular purpose, the learning goals which is tended to be achieved must be explicit, and the methods, aids, and material that are employed must be appropriate for achieving the learning goals.

2.2 Types of Teaching Strategy

Killen (2007) divided teaching strategies according to its approach into two categories, (1) teacher-centered approach referred to direct instruction, deductive teaching, or expository teaching. In this method teacher has direct control over what is taught and how learners are presented with the information they are to learn. The example for this method is Lecture method; (2) learner-centered approach, referred to discovery learning, inductive learning, or inquiry learning. This method places a stronger emphasis on the learners' role in the learning process, teachers still set the learning agenda but teachers have much less direct control over what and how learners learn. Cooperative learning is one of the example for this method.

According to Maheshwari (2013) expository teaching strategy is basically direct instruction or deductive strategies. A teacher is in the front of room lecturing and students are taking notes. Students are being told when they need to know. Ruutmann and Kipper (2011) mentioned that the strength of the deductive strategy are the directness and specific focus of the teaching strategy, and the tight linkage between the teacher's examples and the task required of students. The lesson begins with known principles and then leads to examples of the new principle.

According to Ruutmann and Kipper (2011) a teacher using an inductive strategies may start a lesson with asking questions and using examples and thus helping students to recognize the principle being learned. This inductive strategies are more indirect but it can be very effective because students interact with the content to make meaning.

Based on the explanation above, it can be conclude that types of teaching strategies were derived from their approaches. Every teaching strategies has different activities which have different ways in achieving learning objectives, therefor in deciding strategies of teaching, the learning objectives should be stated clearly so that teacher could employ appropriate strategies for the learners.

2.2.1 Specific Methods in Teaching Strategies of Speaking Skill

According to Richards (2008) there are three functions of speaking; (1) talk as interaction, talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function; (2) talk as transaction, talk as transaction refers to situations where the focus is on what is said or done; and (3) talk as performance, this refer to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcement, and speeches. Each of these activities is quite distinct in terms of form and function and require different teaching approach and strategies in teaching speaking. There are various types of methods in teaching strategies for speaking skill, those methods are

Drilling, Dialog, Discussion, Simulation, Role-play, Presentation, Debate, Games, Cooperative learning, Community Language Learning, Silent Way, TPR, and Task Based Learning.

First is drilling. According to Freeman (2001) there are several features of drilling such as (i) drilling use dialog to present new vocabulary and structural pattern; (ii) Dialogs are learnt through repetition and imitation; (iii) Drills are conducted based upon the patterns present in the dialogue; (iv) Grammar is induced from the example given.

Brooks in Richard and Rodgers (1986) stated that there are various kinds of drills are used for teaching speaking such as (i) repetition, where students directly repeat the utterances aloud as soon as they heard it; (ii) inflection, where one word in an utterance appears in another form when repeated; (iii) replacement, where one word in utterance is replaced by another; (iv) restatement, where the student rephrases an utterance and addresses it to someone else, according to instructions; (v) completion, where the student hears an utterance that is complete except for one word, then repeats the utterance in completed form; (vi) transposition, where a change in word order is necessary when a word is added; (vii) Expansion, when a word is added it takes a certain place in the sequence; (viii) contraction, where a single word stands for a phrase or clause; (ix) transformation, where A sentence is transformed by being made negative or interrogative or through changes in tense, mood, voice, aspect, or modality; (x) Integration. Two separate utterances are integrated into one; (xi) Rejoinder. The student

makes an appropriate rejoinder to a given utterance; (xii) Restoration. The student is given a sequence of words that have been culled from a sentence but still bear its basic meaning. He uses these words with a minimum of changes and additions to restore the sentence to its original form. He may be told whether the time is present, past, or future.

Second is dialog. Based on Richard and Rodgers (1986) dialogues provide the means of contextualizing key structures and illustrate situations in which structures might be used as well as some cultural aspects of the target language. In the dialog, students are asked for doing a conversation, talk, or discussion to exchange information or opinion (Hornby in Azizah, 2013). In Audiolingualism, dialogues are used for repetition and memorization.

Third is discussion. Discussion is an active teaching technique because it enables students to explore issues, opinions, and ideas (Hackathorn, 2011). Discussion allows students to discover and state their personal opinion or perspective (Orlich et al, 2010). However it also led to deeper levels of learning as in order to build on each other's ideas, the students must first listen and understand the contribution of others students in order to respond or add to it (Hadjioanou in Hackathorn, 2011)

Fourth is simulation. Simulation is a representation or re-creation of a real object, problem, event, or situation. Simulation can be used for motivate students, provide information, enhance conceptual development, change attitudes, assess performance, and provide interdisciplinary activities (Orlich et al, 2010). According to Ken Jones in Harmer (2001) to a simulation to work, it must following these three characteristics (i) reality of function; (ii) a simulated environment; and (iii) structure.

Fifth is role-play. Role-play is a process-oriented group technique in which students act out or simulate a real-life situation. In role play, the emphasis is not on the psyche of any participant but on reenacting or dramatizing a situation and demonstrating how different characters would react in that situation. According to Harmer (2001), there are several things to do to make role-play works such as (i) students must not think of themselves as students but as the real participants in the situation; (ii) the teacher tells the simulated environment; (iii) students must see how the activity is constructed and they must be given necessary information; and (iv) teacher tells student who they are, what they think, and what they feel. Role playing can be used with students of all grade levels and all levels of academic achievement, and it can be used to investigate almost any situation or topic (Orlich et al, 2010).

Sixth is presentation. Presentation aims to communicate effectively and efficiently presenting ideas in a more meaningful respected form. In order to give a presentation, one must have predetermined the purpose for the presentation and have also decided on the objectives of it; such as, the reason for the presentation, the intended skills and information (Mousawa & Elyas, 2015).

Seventh is debate. According to Freeley and Steinberg in Kennedy (2007), debate refers to the process of considering multiple viewpoints and arriving at a judgment, and its application ranges from an individual using debate to make a decision in his or her own mind to an individual or group using debate to convince others to agree with them. In the debate activity, teacher allows students to share ideas and state

their own opinion also prepare their argument in favor or against various proposition (Harmer, 2001).

Eighth is games. Based on Harmer (2001) games which are designed to provoke communication between students frequently depend on information gap therefore one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange) or find similarities and differences between pictures.

Ninth is cooperative learning. Cooperative learning is learning based in small group approach to teaching that hold students accountable for both individual and group achievement (Orlich et al, 2010). Cohen in Nawaz et al (2015) also stated that Cooperative learning is a teaching strategy combines different social and academic experience into the classroom activities (Cohen in Nawaz et al, 2015). They get benefit from one another resources, experience, skills, information, and monitoring one another's activities in cooperative learning (Chiu, 2000 in Nawaz et al, 2015). In order to make this method to be effective, students must learn to respect one another differences, to support one another in learning process, and to communicate effectively. According to Orlich et al (2010) there are several features of cooperative learning such as (i) teachers teach students to work and learn together in small group of three or four students; (ii) focuses on task to be accomplished; (iii) requires group cooperation and interaction; (iv) mandates individual responsibility to learn; and (v) support division of labor.

Tenth is Community Language Learning (CLL). Based on Freeman (2000) in Community Language Learning teacher sees students as 'whole-persons' which means that teachers consider not only their students' intellect but also have some understanding of the relationship among students' feeling, physical reactions, instinctive protective reactions, and desire to learn. This method regarded the learners not as "class" but as a "group" which need of certain therapy and counselling. In the classic form of community language learning, students sit in a circle. It's up to them to decide what they want to talk about. A counsellor or a 'knower' stands outside the circle. The knower provides a corrects target language statements so that if, for instance, a student says something in their own language, the knower can then give them the English equivalent for them to use (Harmer, 2001). The advantageous of this method is the learners could determine the types of conversation and analyze the language inductively (Brown, 2001)

Eleventh is Silent Way. According to Harmer (2001) one of the most notable features of the silent way is the behavior of the teacher who, rather than entering into conversation with the students, says a little as possible. In this method, learners discover and create the language rather than remember and repeating the language. Learner in silent way classroom had to cooperate with each other in the process of solving language problem (Brown, 2001). Gattegno in Freeman (2000) stated that learning is the process which we initiate by ourselves by mobilizing our inner resources (our perceptions, awareness, cognition, imagination, intuition, creativity, etc).

According to Brown (2001) silent way typically utilized as materials a set of cuisenaire rods- small colored rods of varying lengths and a series of colorful wall chart. Teacher provide single stimuli or short phrases and sentence once or twice and the students refined their understanding and pronunciation among themselves with minimal corrective feedback from teacher (Brown, 2001). Therefore, in this method, students attempt to discover and create the language/ learning material during learning process while teacher is only a guidance that use facial expression or gesture to guide the learner.

Twelfth is Total Physical Response (TPR). In TPR students are asked to respond physically to the language they hear. Language processing is thus matched with physical action. When the students can all respond to the commands correctly, one of them can then start giving instruction to other classmates (Harmer, 2001). The limit of this method is it seemed to be effective in the beginning levels of language proficiency, but it lost its distinctiveness as learners advanced in their competence (Brown, 2001).

Thirteenth is task-based learning. Task-based learning was popularized by N Prabhu. In Task Based Learning, students are presented with a task they have to perform or the problem they have to solve. Students are given a task to perform and only when the task has been completed does the teacher discuss the language that was used, making correction, and adjustment which the students' performance of the task

has shown to be desirable (Harmer, 2001). According to Prabhu in Freeman (2000), there are three types of tasks such as information-gap, opinion-gap, reasoning-gap.

2.3 Speaking Skill

Speaking is the one of productive skill since it consists of producing systematic verbal utterances to convey meaning. Spoken language and written language is differ in many significant ways (Nunan, 2003).

According to Richards (2008) there are three functions of speaking; (1) talk as interaction, talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function; (2) talk as transaction, talk as transaction refers to situations where the focus is on what is said or done; (3) talk as performances, this refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approach.

2.4 English Tutors

According to Topping (2000), tutoring can be defined as people who are not professional teachers helping and supporting the learning of others in an interactive, purposeful and systematic way. Tutors do not need to be ‘experts’ in the content or skill they are tutoring. But it is usually best if they know a bit more than their tutees (Topping, 2000).

Based on Topping (2000), tutoring might be effective in different ways for different pairs. Compared to professional teaching it can give more practice, more activity and variety, more individualized help, more questioning, simpler vocabulary, more modelling and demonstration, more local relevant examples, higher disclosure of misunderstanding, more prompting and self-correction, more immediate feedback and praise, more opportunities for generalization and more self-regulation and ownership of the learning process.

From this definition, it can be concluded that English tutors are those who are not professional teachers yet help and support others in learning English in interactive, purposeful and systematic way. English tutors assist students to understand English without working in a judgmental atmosphere, assist students to gain confidence in their abilities, constantly thinking, doing, and responding during the activities, and assist them to feel accepted, supported and free to explain their thinking.

2.5 Kampung Inggris Pare

Kampung Inggris Pare is located inside the district of Pare called Desa Tulung Rejo, Kediri, East Java. According to Kampung Inggris' website, the history of Kampung Inggris was began from the construction of English course called BEC (Basic English Course) by Mr. Killen who originates from Indonesia. In the beginning of BEC, the facilities that were owned were limited since BEC was only located on mosque's terrace. This course was intended for children of villagers who were lacked in

mastering English. Due to Mr. Killen's consistent and hard-working, BEC becomes well-known and its alumnus quality is avowed. This things are the factors which invited people from all around Indonesia to learn English in BEC. Due to the high demand of learning English, there was no available place for the student candidates in BEC, therefore to fulfil the demand, some of BEC's alumnus permanently teach English there and the others built their own English courses. In 2011, it was noted that there was 100 English courses (Language Institutes) which operate in Kampung Inggris Pare.

2.6 Theoretical Framework

This research used theory of teaching strategies from Killen (2007); Ruutmann and Kipper (2011); Harmer (2001); Brown (2001); Freeman (2000); Orlich et al (2010);Hornby in Azizah (2013) and Mousawa and Elyas (2015) regarding the types of teaching strategies.

This research will be conducted in Kampung Inggris Pare because based on researcher experience, Kampung Inggris is a place which has a lot of language institutes that have successfully assisted people to learn English in short term period. Researcher use qualitative research design and case study method. The research will be conducted for two weeks in twelve meetings.

