

CHAPTER II

THEORETICAL FRAMEWORK

A. Definition of Strategies

At this stage, as a teacher we have set overarching of goals, organized content, and developed a course plan with ideas for how to give students the practice that will make it possible for them to achieve the course goals. It is the duty of the teacher to consider about the teaching strategy then apply it in the classroom based on the appropriateness of the teaching strategy.

According to Gagne strategy is an internal one's ability to think, problem solving making decision¹. That means is the learning process will cause students to think uniquely to be able to analyze, solve problems in making decisions. Learners will have executive control or high level control, the analysis of sharp, precise, and accurate. Those are some explanations or definition about the strategy on this research

According to Gulo teacher professional is not only to think about what to teach and how to teach, but also about who is to accept the lesson, what is the meaning of learning for students, and the ability of what is on learners in following the activities of learning.² That means a teacher should know and master various learning strategies in the learning process. The teachers have to choose the right strategy so that learners can learn effectively and efficiently and achieve the expected goals.

¹ Iskandar Wassid, *Strategy Pembelajaran Bahasa Inggris*. (Bandung : Pt. Remaja Rosda Karya, 2008), p. 7

² Iskandar Wassid, *Strategy Pembelajaran Bahasa Inggris*, p. 23

Learning strategy is an activity chosen by the teacher or lecturer in the learning process that can help and facilitate the learners towards the achievement of specific teaching.

In teaching English there are some the strategies of teaching according to classification:

- a. Learning strategy based on suppression components in teaching program, in this strategy, there are 3 kinds of learning strategies, namely: 1. The strategy centered teaching faculty. 2 Teaching strategies centered on the learner. 3 Teaching strategies centered on teaching materials.
- b. Learning strategies based message processing activities or materials. On this strategy can be divided into two types: expository learning strategies and teaching and learning strategies.
- c. Learning strategies based on the way the discovery process. Based on the way the discovery process, a learning strategy consists of expository strategy and strategy discovery.³ from the theory above it's mean that there are three of strategies in learning proces nameli : Learning strategy based on suppression components in teaching program and also Learning strategies based message processing activities or materials and Learning strategies based on the way the discovery process, all above are the strategies in teaching english language.

³ Iskandar Wassid, *Strategy Pembelajaran Bahasa Inggris*, p. 32

1. The Type of Teaching Strategies

There are three formal strategies that have evolved from the effective-teaching research and emphasize on higher students achievement.⁴ They are as follows:

a. The Direct Teaching Strategy

Direct teaching strategy is kind of teaching strategy that is teacher centered and the teacher here should make a belief that her/his students are involved inside of its teaching strategy.⁵ Direct teaching refers to academically focus, teacher-directed classroom using sequenced and structured materials. It also refers to teach the classroom activities in which goals are clear to students, sufficient time is allowed for instruction, coverage of content is extensive, performance of the students is monitored, and feedback is academically oriented.

In direct instruction, teachers are actively involved by introducing content, demonstrating skills, directing large-group experiences with the content, checking the students' understanding and monitoring individual or small-group work, as well as providing review.

Direct instruction is examined here as a key strategy because it emphasizes on meeting specific objectives keyed to learning outcomes and is particularly effective for acquisition of basic skills. This approach continuous to be widely used today because it helps to increase on-task

⁴ Richard, Kindsvatter, et al, *Dynamics of Effective Teaching*. (New York: Longman Publishers USA, 1996), p. 169

⁵ Ibid

learning time that contributes to students' achievement. This teaching strategy also can be called as *systematic teaching* or *active teaching*.

2. The Mastery-Learning Teaching Strategy

The mastery-learning strategy focuses on the students' ability through providing enough time and the right conditions using diagnostic-prescriptive approach to determine instructional decisions. Mastery learning is not constructivist approach.⁶ it means that in mastery learning teaching strategy, the students should pay attention and mastery about the lesson that learned for them.

The similar opinion came from Majid stated that mastery-learning teaching strategy is a learning strategy which asserts on the "*mastery*", thus all members of the class should master the materials based on the period of time that is stated. The prominent phases in this mastery learning are identify prerequisite, making test to measure the students' progress and students' competence achievement. It does provide an individualized instruction or small-group approach using a structured curriculum divided into small groups of knowledge and skills to be learned. The strategy is taught with the belief that all students, given enough time can reach reasonable instructional objectives. Mastery learning is a key instructional component in the Outcomes-Based Education model that is being adopted in many states. It also widely used in many other countries.

⁶ Ibid. p. 302

3. The Cooperative-Learning Teaching Strategy

This cooperative learning strategy emphasizes on students working together in cooperative-learning projects, engaging in peer-tutoring, and possibly receiving a grade based on the group's performance as well as individual performance.⁷ It means that Cooperative learning is one of the most heavily researched instructional strategy. In a review of students' achievement, they also can incorporate group goals and individual accountability when they work in a cooperative way.

B. The Meaning of EFL

EFL is an abbreviation for "English as a Foreign Language".⁸ This is mainly used to talk about students (whose first language is not English) learning English while living in their own country. For example, a Indonesian person learning English in Indonesia.

Geoffrey stated that English is a foreign language. That is, it is taught in schools, often widely, but it does not play an essential role in national or social life.⁹ It means English as a world language, is taught among in foreign language situations of this kind, therefore, the hundreds of thousands of learners of English tend to have an instrumental motivation for learning the foreign language. The teaching of modern languages in schools

⁷ *Ibid*, p. 306

⁸ <https://www.englishclub.com/esl-forums/viewtopic.php?t=27300> (uploaded on 2nd of February 2016, at 17:20).

⁹ Geoffrey Broughton, et al. *English as a Foreign Language*, (New York: Routledge Education Books, 1980), p. 6

has an educational function, and the older learner who deliberately sets out to learn English has a clear instrumental intention.

Teaching English as a foreign or second language is for volunteers who are currently teaching or who are about to teach English. It is a practical guide for the classroom teacher.¹⁰ It means is who teach English or second language and the teacher as the guidance in the classroom when teach English for the students.

C. The Purpose of Learning English

Today English is so widely taught worldwide that the purposes for which it is learned are sometimes taken for granted. 30 years ago the assumption was that teaching English was a politically neutral activity and acquiring it would bring untold blessings to those who succeeded in learning it. It would lead to educational and economic *empowerment*. English was regarded as the property of the English-speaking world, particularly Britain and the US. Native-speakers of the language had special insights and superior knowledge about teaching it.¹¹ It means above is the vehicle for the expression and advanced culture or cultures, whose literary artifacts had universal value. The meaning above is that English was used in every country as the world language and

¹⁰ Peace Corps, *TEFL/EFL Teaching English as Foreign or Second Language* (Information Collection & Exchange 1111 20th street, NW Washington, DC 20256, USA) p. 2

¹¹ Jack C. Richards, *30 years of TEFL/TESL: A Personal Reflection* (Seamoe Region Language Center, SINGAPORE)

D. The Meaning of Teacher

Teacher is person who teaches in the school.¹² It's mean the teacher is who teaching in the class room . According to Nunan, "the teacher is resource for the language and a source for criteria and explanation of correctness"¹³. It's mean that the teacher the souch of the sains and language and who give explanation above.

While according to Djamarah "teacher is someone who has given the knowledge to student. Teacher in the society is someone who does the education in fixed places not only in the formal education institution formally but also in the mosque, at home, etc."¹⁴ from the theory above can be explained that the teacher is someone who give the knowledge to the students, and who give the education in formal or informal such as in the institution or out of the class room.

All above theories means are the teacher as someone who have the source of the science and the teacher who has guide the student and given the knowledge to the students, and teaching is teachers' activity to transfer of to give much of knowledge and information to students, the leader and the instructor.

According to Ika Berdiati "the learning model is conceptually illustrating the concept of systematic procedures in organizing learning experience to achieves as a guide for designers of learning and teacher in

¹² Oxford learner's pocket dictionary, p. 455

¹³ David Nunan, *Research Method in Language Learning*, (Cambridge: University Press, 1992) p.185

¹⁴ Syaiful Bahri Djamarah, *Guru dan Anak Didik Dalalm Interaks Edukatif*, (Jakarta: Rineka Cipta, 2000), p. 31

planning and implementing learning activities.¹⁵ It's means that the learning model is a concept in teaching in the classroom such as lass on plan and how to implementing learning activities such as management of the class room.

While according to jack C. Richard “ teacher need access to a good range of current ESL text books, resource books, materials, and magazines located in a resource room or similar facility in order to update their professional knowledge and get new ideas to feed into their teaching.¹⁶ It's mean that the teacher must have much references in teaching English and the teacher must have good experience in teaching English, From all opinions that the teacher must have a good individuality, cause it is the element with defining the connection agreement between teacher and students.

In this case teacher not only as a learner who is transfer of knowledge but also as an educator who is transfer of values and can give a good advices to guide the student in learning. They are the teachers' qualification:

1. The personal qualities which make teaching affective.
2. Has received a well , balanced education including knowledge of his own culture, and

¹⁵ Ika Badriyati, *Pembelajaran Aktif, Kreatif, Efektif dan Menyenangkan* (Bandung: GriyaAsri 2010).

¹⁶ Jack C. Richards, *Curriculum Development In Language Teaching*, (Cambridge University Press;2001) p.203

3. Has received the appropriate training in professional education psychology and secondary school method.¹⁷

It means that the good teacher is who has the educational degree and good personality. In this case study the teacher using several strategies to teach the student such as giving motivation before beginning the process of study.

Motivation is convenient way of talking about a concept which is generally seen as a very important human characteristic but which is also immensely complex.¹⁸ It's mean that the motivation is very important for human characteristic because in teaching and learning process the motivation is the best supporting to motivate the students and to increase the eager of students to learning English specially to speaking English language, thought that good method to give the motivation first to build the spirit in the student themselves. Motivation is very important to make the stimulus of student for doing something, if there is no a motivation the student will lazy to do something.¹⁹ All above the opinion that express a similar thing that how very important the role of teacher in teaching learning process.

From interview with Mr. Dadang is also as English teacher in that school, "the motivation is the best strategy before everything because without motivation it will not at all in doing something, and did you know I started to

¹⁷ Mary Finoncnio, *The Foreign Language Learning A Guidance For Teacher*, (new York : regent publishing company, 1973).p37

¹⁸ Zoltandornyei, *Motivational Strategy in The Language Classroom* (Cambridge, university frees:2001).p.6

¹⁹ Fany interviewed by Taupik (Jayanti on 26th of January 2016 by the time 08:15 AM)

like English when I was in senior high school. I started enjoy it a little bit more because of a Teacher I had. She was rally, a role model for me because she was motivated my friends and me in the class before teaching of the material. It is the method which he taught us, it really great. Moreover, it made me love English language and made me understand that, “Ok, now I want to be an English teacher.”²⁰ It means that the teacher is model to be coming motivation to like English language.

According to James H. Stronge “an effective teacher is a teacher who is able to recognize his formally and informally. Effective teachers care about students, first as a human being and second as a pupil.”²¹ Its means that good teacher is whose can recognize his formally and informally the the teacher do by professional in the class or out of the class rooms. Research on teachers who care about generating ideas that are very important such as:

- a. Teachers who cares who knows the students, forming relationships that improve the quality of relationships and learning process
- b. Effective teachers consistently emphasize love themselves against children.
- c. One of the key elements of success.
- d. Teachers establish a classroom climate that is supportive and warm tend to be more effective in touch with all the students.
- e. Teachers who are concerned with culture accidentally learned outside of school pupils.

²⁰ Dadang interviewed by Taupik on 08:50 AM

²¹ James Stronge, *Kompetensi Guru-Guru Efektif Edisi Kedua*, (Jakarta: Pt Indeks, 2013),p28

- f. A teacher who cares really believes that teach pupil entitled to a caring and competent teacher.²² From the theory above that the teacher must know about characteristic of student to forming relationship between the teacher and students and the teacher must make the student as a son, and the teacher also must know about the culture of students.

E. Speaking

In Holly Qur'an said:

اقرا باسم ربك الذى خلق ١ خلق الانسان من علق ٢ اقرا وربك الاكرم ٣ الذى علم بالقلم ٤ علم الانسان ما لم يعلم ٥

The meaning: 1. Read, in the name of your lord who has created 2. Has created the man from a clot. (a piece of thick coagulated blood) 3. Read, and your lord is the most generous 4. Who has taught (the writing) by the pen 5. Has taught man that which he knew not.

1. Definition of Speaking

Speaking as a way of communication is very important in our life because we, as a social human, have to use it in order that we can make a relationship with the other people. To know and be able to do in order that to speak in another language we need communicative competence. Speaking as one of the basic language skills requires communicative competence including pronunciation (intonation stress and pitch), grammar vocabulary, fluency, accuracy, and comprehension skill which

²² James Stronge, *Kompetensi Guru-Guru Efektif*, (Pt Indeks Jakarta:2013), p. 28

are needed to build a good communication. These elements are needed to measure the capability of the students in speaking using appropriate technique. "Speaking is a skill which enables us to produce utterances, when genuinely communicate, speaking is desire and purpose-driven."²³ In other words we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/or solving particular problem; or establishing and maintaining social relationship and friendship. Similar opinion from Brudden, states that "... speaking is an activity which is done by a person to communicate with others in order to express ideas, feeling, as well as opinions to achieve a particular goal."²⁴

Based on various definitions above, the writer concluded that speaking as the communication between the human and both can understand each other. Speaking as the essential skill of language is naturally the way human communicate to express their ideas, feelings and opinion to maintain social relation between people.

2. Teaching of Speaking Skill

Teaching speaking is not like listening, reading, and writing. It needs a habit formation because it is a real communication. Speaking needs practice as often as possible. It is not writing or reading but it must be practiced directly.

²³ Jo MCDonough and Christopher Shaw, *Material and Methods in ELT* (Cambridge: Blackwell Publisher, 1993), p. 152

²⁴ Phillips. M. Brudden, *Effective English Teaching*, (New York: The Bob's Merrill Company, 1995), p. 85

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is a crucial part of second language teaching and learning. There are some reasons for teaching speaking to get students speak in the classroom. Firstly, speaking activities provide rehearsal opportunities, chances to practice real life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. The last, the more students have opportunities to activate the various elements of language.²⁵ As a result, students gradually become autonomous language users. Teaching speaking can give both teachers and students feedback and motivation because of their engaging qualities. Above all, teachers help students to be able to produce language automatically, a crucial stage on the way to autonomy.

3. Kinds of Speaking

Brown (2004:141) cites five stages of speaking performance. They are imitative, intensive, responsive, interactive, and extensive. The explanation about those categories is stated as follows:²⁶

- a. Imitative: the ability to simply imitate a word or phrase or possibly a sentence. In this stage, the teacher focuses only on students' pronunciation than the ability to understand or convey meaning.

²⁵ Jeremy Harmer, *How to Teach English*, (England : Pearson Education Limited, 2010), p. 123

²⁶ H. Douglas Brown, *Teaching by Principles*, (San Fransisco : Longman, 2000) p. 271

- b. Intensive: the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationship. The speaker is aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal as best.
- c. Responsive: this performance includes interaction and test comprehension, but at the somewhat limited level of very short conversation, standard greetings, small talk, simple request, and comments.
- d. Interactive: in this stage, the length and complexity of the conversation is more than responsive stage, which sometimes includes multiple exchange and/or multiple participants.
- e. Extensive: extensive oral production includes speeches, oral presentations, and story telling. In this stage, the students should be able to produce their own language with their own idea.

It's mean that a teacher should know that speaking is not only about the use of the right sounds but also the choice of words so that someone can communicate with others. The stage of students' performance also becomes part of consideration to design English teaching activities. The goals of our teaching will influence the activities in the class.

Based on kinds of speaking above, that interaction can take the two forms of transactional language, which has the purpose of

exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationship. Transactional is to invite students to engage in a conversation, interpersonal to learn how such features as the relationship in the conversation. It means teaching English speaking should be practice spoken not the written form.

The most important feature of speaking activity is to provide an opportunity for the students to get individual meanings across and utilize every area of knowledge they have. There are the various kind activities that can be implemented by teachers in order to stimulate students to speak.

4. Activities To Promote Speaking

According to Kayriye Kayi, said that to promote speaking skills there are discussion, role play, simulation, information gap, brainstorming, storytelling, interviews, story completion, reporting, picture describing, and find the difference.²⁷ From the theory above the writer tries to describing all of the theory to promote speaking skills namely:

a. Discussions.

After content based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is

²⁷ Hayriye Kayi, 'Teaching Speaking: Activities to Promote Speaking in Second Language, University of Nevada', retrieved from [http:// iteslj.org/Techniques/Kayi-Teaching-Speaking.html](http://iteslj.org/Techniques/Kayi-Teaching-Speaking.html) (Accessed on

set by teacher. In this way, the discussion points are relevant to this purpose, so that students can spend their time chatting with each other about irrelevant things, for examples, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentence.

b. Role play

One other way of getting students to speak is role playing, students pretend they are in various social contexts and have a variety of social roles. In role play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that “you are David; you go to the doctor and tell him what happened last night.

c. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment, for instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role lays and simulations have many advantages. First, since they are entertaining, they motivate the students’. The second, they increase the self confidence of hesitant students, because in role play and simulation activities, they will have a

different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

d. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need, these activities are effective because everybody has the opportunity to talk extensively in the target language.

e. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the students are not criticized for their ideas so students will be open to sharing new ideas.

f. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking it also help students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also

can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

g. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized .after interviews each student can present his or her study to the class. Moreover, students can interview each other and introduce his or her partner to the class.

h. Story completion

This is a very enjoyable, whole class, free speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

i. Reporting

Before coming to class, students are asked to read a newspaper or magazine and in class they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

j. Picture Describing

One way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spoken person for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

k. Find the difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities or differences in the pictures.

5. The Goals of Speaking

Murcia states in her book that the goal of speaking component in a language class should be to encourage the acquisition of communication skill and foster real communication in and out the classroom.²⁸

However, the goal of teaching speaking should improve the students' communicative skills because students can express themselves and learn how to use a language. Nowadays, many teachers agree that students should learn to speak the foreign language by interacting to others. For this case, students should master several speaking components', such as pronunciation, grammar, vocabulary and fluency. In brief, English teacher should be creative in developing their teaching learning process to create good atmosphere, improve the students speaking skill, give attention to the speaking components and make the English lesson more exiting.

From the theory above can be concluded that speaking is important skill that have to learned, speaking is one of the expressive language skills and oral productive. Speaking is to be productive because the person who speaks required to produce oral exposure which is a reflection of the thoughts, feelings, and thoughts are communicated to others and speaking is the process of thinking and reasoning. Learning to talk is intended to improve the ability to think and reason. The main purpose of speech is to communicate. In order to effectively convey thoughts, the speaker must understand the meaning of

²⁸ Mariane Celce Murcia, *Teaching English as Second or Foreign Language* (Boston: Heinle & Heinle Publisher, 1991), p. 126

everything that wants communicated; the speaker should be able to evaluate the effects of its communication to the hearers; and he must know the principles that underlie all situations talks, both generally and individually.