

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses the review of literature related to the study. The review of literature includes definition of teacher, responsible of teacher, the teacher's role, definition of strategy, kind of strategy, learning strategy and teaching English speaking.

#### **A. Teacher**

Here, the researcher shows about definition of teacher, responsible of teacher, and the teacher's role.

##### **1. Definition of Teacher**

Teacher is very important role in social life. a teacher is a powerful and experiences person to motivate his or her students.<sup>10</sup> Their profession is needed special skill and that duty will not be able to do by the person that does not have enough skill in teaching activities. Teacher should have a special criterion. These are the characteristic of good teacher.

- a. The good teacher comprehends and respect to the students.
- b. The good teacher must respect to the material given.
- c. The good teacher adjusts the material with individual capability.
- d. The good teacher gives explanation and does not word.
- e. The good teacher activates the student to learn.
- f. Teacher relates the lesson needed by the students.

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<sup>10</sup> Zakiyah Derajat, *Metodologi Pengajaran Agama Islam*, (Jakarta, Bumi Aksara, 1996), 226

- g. Teacher has an objective with exact material given.
- h. Teacher not only gives one textbook but they give some methods variety.
- i. The good teacher is not only teaches in order to the meaning to transfer knowledge, but also always develops student individually.<sup>11</sup>

There are also the characteristic of a bad teacher that should not be haven by the teacher. Strickland said that to a description of "bad teachers" as follow:

- a. They lack subject knowledge
- b. They have poor classroom control
- c. They act unprofessionally
- d. They can't diagnose learning problems
- e. They are obsessive about method (particularly about whole language, although he himself is obsessive about phonics and is an avid opponent of Madeline Hunter's work).
- f. They focus on the wrong goals
- g. They have no goals at all
- h. They worried that their student will become better players than he or she is.<sup>12</sup>

Based on some description above, teacher is a person whose occupation is teaching others. Teacher is an educator and someone who helps to reach his or her students success, do not make the student are not successful. A professional teacher is a person that really and being happy to do some of educations duty.

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<sup>11</sup> Nasution, *Didaktik Asas-Asas Mengajar*, (Jakarta : Bumi Aksara, 1995), 8-13

<sup>12</sup> Zakiyah Derajat, *Metodologi Pengajaran Agama Islam* (Jakarta. Bumi Askara 1996) 227

## 2. Responsible of Teacher

According to Wens Tanlain and his friend, the characteristic of responsible of teacher, they are:

- a. Receive and obey in norms.
- b. Realize the value and appear cause of acts.
- c. Brave to teach and enjoy getting his profession.
- d. Wise and be careful.
- e. Obeying to God <sup>13</sup>

All of the responsible of teacher above, in my opinion a teacher is a guide for students, without teacher the students cannot read, write, and to be scientist people.

## 3. The Teacher's Role

Teachers are probably the most important factors influencing the process of learning. Directing student learning at any level is a very personal and idiosyncrasy enterprise. How the teacher will teach the student depends on large of attention intensity from the students. If the student enthusiasms and respect to the lesson in classroom, the teacher will enthusiasms giving the material.

In psychology of teacher, the roles of teacher are all acts must be done by teacher to do his responsible as a professional teacher. Teacher has big roles in school, house, family, and general society.

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<sup>13</sup> Zakiyah Derajat, *Metodologi Pengajaran Agama Islam...*, 228

In school, teacher has a duty to teach his student, to design of learning, and make reflexive of material. At home, the teacher has a responsible to teach their children or as the family educator. Likewise, in society the teacher has a duty of social development, social motivator, social innovator, and social agent<sup>14</sup>. Good teacher is a person who played well all roles. They take a part as:

a. Teacher as demonstrator

The teacher must master the material well that will be learning to their student. As a teacher, he must learn continually to enrich knowledge about education. Therefore, the teacher can explain the material clearly and make students' understand the material well. The researcher makes conclude, they are:

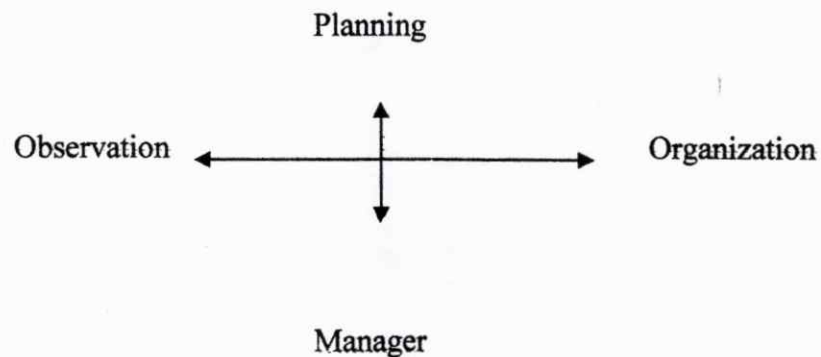
1. Mastering the material first
2. Explaining the material uses simple language
3. Applying some media clearly

b. Teacher as learning manager

Teacher should be able to manage their students in classroom. The good environment that can make interest the student to learn, giving the students satisfied and comfortable to rich in education's purpose, Teacher will manage all of about the school activities. Such as, make calendar academic, scheduling about school activity. The purposes are

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<sup>14</sup> Mohammad Surya, *Psikologi Pembelajaran dan Pengajaran*, (Bandung : Pustaka Bani Quraisy, 2004),p. 89



1. Planning the lesson
  2. Organizing many source of learning to get learning purpose.
  3. As manager, teacher can motivate and stimulate the student.
  4. Observing all things, and identify what were already or not to use in learning purpose.
- c. Teacher as mediator and facilitator

As a mediator the teacher should be able to interact others, therefore the teacher must be creative uses their knowledge to interact and communicate others. This aimed to create good atmosphere maximally to reach the good social interaction. Besides, the teacher as facilitator, therefore they must provide sources of learning that can be used to reach purpose of teaching and learning process. In order for teachers to facilitate student learning several things need to occur. The processes that the teacher as facilitator needs to undertake are as follows:

1. Assessing the students
2. Planning the learning

3. Implementing the plan; and
  4. Evaluating the process
- d. Teacher as evaluator

In learning process, the teachers should be a good evaluator. Therefore, in teaching learning process, they must complete some learning activities in order to all purposes of learning can be reached well. Furthermore, giving score must do by teacher to know the goal of learning process<sup>15</sup>. The evaluation's form, they are:<sup>16</sup>

1) Demonstration's skill

After the teachers finished their material, teacher asked the student to perform then interpreting what is the material about.

2) Applying new idea with another situation

After the teacher giving an exercise, teacher asked the student to make another tasks based on that material.

3) Expressing the student's idea

Teacher asks the student to play" role playing" then other partner giving comments about that.

4) Written exercise

To know the student's progression, teacher can give some written exercises or giving the question to student directly.

e. Teacher as corrector

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<sup>15</sup> Moh.Uzer Usman, *Menjadi Guru Profesional*, (Bandung: Remaja Rosda Karya, 1995),

<sup>16</sup> Marno, & M.Idris, *Strategi & Metode Pengajaran*, (Yogyakarta: Ar-ruzz Media), 92

The teachers should not different both of good or bad score to their students. Whatever they are, the teacher must recognize.

f. Teacher as informer

Teacher will source of the learning material, such as: curriculum, science of knowledge, technology, etc. The importance of a teacher as an architect of our future generations demands that only the best and the most intelligent and competent members of our intelligentsia be allowed to qualify for this noble profession. It is unfortunate to find that generally the worst and the most incapable people of the society find their way into this profession. Anyone who fails to find an opening in any other walk of life gets into this profession and recklessly plays with the destiny of the nation. When we speak of good teachers, it means that a teacher must be a model of faith and piety and should have a fairly good knowledge. A teacher should consider it his duty to educate and train his students and should feel responsible for it. Those statements are in line with Richey stated: *As professional person you may find it difficult at times to differentiate among your professional services in teaching, your personal life, and your work in the activities of the profession itself. Perhaps this sense of dedication is one of the distinguishing characteristics of a professional person*<sup>17</sup>

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<sup>17</sup> Marno, & M.Idris, *Strategy & Metode Pengajaran*, (Jogyakarta:Ar-Ruzz Media, 2008), 34

## B. The Strategy

Here, the researcher want to show the definition of strategy, kind of strategy, learning strategy and learning strategy in teaching English speaking.

### 1. Definition of Strategy

Generally, strategy means the ways of teachers' acts to find out the specific target. Likewise, in teaching learning process, strategy can define as general pattern from teacher activities to realize of learning activities<sup>18</sup>. According to Ahmad Rohani, the strategy is a "tactic" used by the teacher to influence the student in goal achieving as effective and efficient during teaching and learning process.<sup>19</sup>

Those explanations above, the researcher makes some concludes about it, strategy means the way or act by the teacher to make a plan the material, or teacher uses some creates to manage the learning activities in the class to get some purpose of learning. Strategy used by the teacher is one of the best solution ways in teaching, their uses variants ways, in using media, and uses the material to get the purpose of learning well. Strategies that facilitate active involvement include them are:

- a. Providing cues and prompts that lead students to correct answers,
- b. Sequencing instruction so that high rates of accuracy is achieved,
- c. Asking frequent questions,
- d. Peer tutoring, and
- e. Cooperative learning

<sup>18</sup> Ahmad Rohani, *Pengelolaan Pengajaran*, (Jakarta:PT.Rineka Cipta,1995), 33

<sup>19</sup> Ibid, 33



In this case, those statements giving more explain about strategy used by the teacher and implementation of learning activity. The process of strategy more complete thing if between strategy and methods in learning activities can be applied well.

In another reference there are some definitions about the method, this is aimed avoid misunderstanding the reader about the definition between strategy and methods are same. Method is the way of doing to achieve the purpose of language teaching and learning<sup>20</sup>. Strategy is means or manner of procedure, especially a regular and systematic way of accomplishing something<sup>21</sup>.

Based on the definition above, it can be concluded that method is some ways that used by the teacher in building to teach the learning's process. Therefore, the learner can understand easily, giving feed back, and developing the material based on their ability.

Nana Sudjana explains about strategy in learning process above, so according to her the learning strategy as the real actions in teaching. Based on the argument above, the researcher can be concluded that strategy in teaching and learning should be included the description of the methods or the techniques that used during the learning. On the other hand, strategies have the larger definition than methods. It means, method is including by the strategy. From the method in learning activities can be real applied

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<sup>20</sup> A S Hornby, *Oxford Advanced Learner's Dictionary*, (New York:Oxford University Press, 1995), p.738

<sup>21</sup> Partriusus Istianto Djiwandono, *Strategy Belajar Bahasa Inggris* (PT.Indeks jakarta)2009,p.134

during in teaching and learning. The researcher will present more clearly about the different of both strategy and method as follows:

Strategy	Method
The systematic ways and procedure in learning activities to develop the improvement of student's learning	The different ways to get the different purpose of learning based on the learning competence

## 2. Kinds of Strategy

According to Roy Killen there are two kinds of strategy. Those are exposition and discovery strategy. Exposition strategy is a strategy that material will be delivered to students has ready and the students are dement to master the material what delivered by teaches. It means that teachers as a transferor. The discovery strategy is a strategy that the material found and presented by the students, therefore, the main point of the discovery strategy the teacher does not many activities in learning, the teacher is just as a facilitator, advisor and motivator.<sup>22</sup>

## 3. Learning Strategy

Most of the teacher's success in the classroom is hinged on their use of teaching strategies, or to put another way, their approach to their teaching, how they implement instructions, how they teach, how they communicate, how they deliver information, and then how they communicate data to students. *Some examples of teacher's strategies:*<sup>23</sup>

<sup>22</sup> Wina Sanjaya. *Strategy Pembelajaran*, Jakarta, kencana 2007.Pg. 126

<sup>23</sup> Partrisius Istianto Djiwandono, *Strategy Belajar Bahasa Inggris* (PT.Indeks jakarta)2009,pg.138

1. *Have student monitor their own learning and thinking (example: have student monitor a peer's learning).*
2. *Have students learn study strategies.*
3. *Have student make predictions about information to be presented next based on what they have read.*
4. *Have student's related ideas to existing knowledge structures (Important to have relevant knowledge structures well learned).*
5. *Have students develop questions; ask questions of themselves, about what's going on around them.*

As we turn to a study of strategy in second language acquisition (L2), we will get the benefit by understanding the style of teacher in classroom. The acquisition of a language is a natural process; whereas learning a language is a conscious one. In the former, the student needs to take in natural communicative situations. In the latter, error correction is present, as is the study of grammatical rules isolated from natural language. There are many ways or methods in teaching and learning process. Teacher used many ways to teach speaking; for example using media such as; (picture, magazine, education books, OHP (Over Head Projector), from internet, etc. it showed that teacher should be able to combine many strategies and to reach active learning maximally.

Based on the reason above, teacher is an important component in learning. He is one of believable person for general student because they are source education knowledge not only know about education but they

must know the situation and psychologies of their students. Teacher is a figure that has an important role in teaching and learning activities. He or she takes their good position in classroom during teaching and learning process.

#### **4. Learning Strategy in Teaching English speaking**

The teacher must allow suitable method to overcome the problem and create good situation in the class. Some methods used by the teacher as follows:

##### **a. *Effective discussion***

Discussion is an excellent way to invite students in thinking and analyzing or in defending one side of an issue, rather than listening to lecture<sup>24</sup>. Students must also respond to one another, rather than interacting intellectually only with the instructor. Good discussion can be difficult to generate, however.

The procedures are:

Before the teacher giving the lesson the teacher ask some of students try to speak up about their own story based on their experience such as narrative, recount, or descriptive story whatever and anything the story what they want to share to others. Then the other student give suggestion, opinion, and question in order to them can discuss based on that topic. There are two explains of advantages and disadvantages in discussing strategy.

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<sup>24</sup> Brown, G. and G. Yule. *Teaching the Spoken Language*. Cambridge: Cambridge University Press. (1983).

1. Advantages: the students actively in class to responsible are confident; opening minded and should be able to do some duty well.
2. Disadvantages: this strategy is needed more much time to prepare the students, therefore they can explore their selves in class.

**b. *Daily conversation***

The teacher everyday always tries to speak English when they meet students in school. In this strategy, the teacher always gives correction in pronunciation of sentences although many of students make error pronunciation and grammar when they speak up. This is one of the strategies in teaching English speaking.

The student is needed to learn how to focus my talk in the right way in order to feel confident in my personal communication and achieve or goal of speaking. provided was a way to get past all of the programmatic ways of thinking about communication to make communication seem too difficult. There are enough obstacles in organizations as it does, not know how to approach someone shouldn't be one of them. Because the researcher know the student or teacher make interact to communicate well they can improve their vocabulary to speak English up.

**c. *Role playing***

Role-playing and simulation in class can be an excellent way to use students. A well construct role playing or simulation exercise can be

emphasize the real world and require students to become deeply involved in a topic<sup>25</sup>.

The procedures are:

1. The teacher prepare the scenario will be presented.
2. Asking some of the students to learn about that scenario quickly before beginning the lesson
3. The teacher divided the students consist of five in groups.
4. Giving explanation about the competence will be reached.
5. Asking one student in each group to action the scenario was prepared.
6. For the student in each group do observe that scenario.
7. After the students finished performing so the teacher will gives one framework to the student to give some note or comments on paperwork.
8. Each group must be showed the result of the scenario.
9. The teacher will give some addition comments.
10. Evaluation.
11. Closing.

There are two the advantages and the disadvantages from role play in this column:

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<sup>25</sup> McDonough, J. and C. Shaw. *Materials and Methods in ELT a teacher's guide*. Malden, MA; Oxford: Blackwell. 2003

**Table2. 1**

<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"> <li>• Make the students to get full experience</li> <li>• Make the focus to the object directly.</li> </ul>	<ul style="list-style-type: none"> <li>• The student does not to comprehend based on the text actually.</li> <li>• They do not play in the entire role, and unrealistic.</li> </ul>

**d. Debates**

Debate can be a very useful strategy for engaging students in their own learning. Debates force student to deal with complexity and they are rich in imbedded content. Debates also improve student's oral communication skill.

The procedures are:

1. The teacher divided consists of two groups, pro and contra.
2. The teacher gives instruction to the students first and they will read the material's debate.
3. After the students reading finished all the material's debate, then the teacher asks one of the students in pro's group to speak, while the contra's group must be given respond to comment.
4. The teacher writes the main idea from the students speaks during they do debate in class.
5. The teacher gives addition concept or an idea to solve the difficult problem.

6. Then the teacher asks the student to make some result of the material and try concludes from what someone said. This is good strategy to make effective class with debate. According to Santoso cited in Arifin's thesis, debate has many advantages for the learner. They are:<sup>26</sup>

**Table 2. 2**

No	Advantages
1	Giving more chance to explore all of mind by delivering opinion or argument
2	Leading to someone who is head, partnership, and liberated
3	Motivating attitude and religious improvement
4	Making physic and psychic to be stronger
5	Creating good communication
6	Showing the student's capabilities up more

#### **e. 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 helps 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

<sup>26</sup> Zainal Arifin, *Urgensi Penerapan Metode Pembelajaran Debat Aktif dalam Meningkatkan Keberanian Berbicara Siswa pada Bidang Studi Fiqih di MA Darussalam Kelas 2 Surabaya*, Unpublished Thesis, (Surabaya:Library IAIN, 2007), 47



as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

#### f. Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance:

**Table 2.3**

Groups	Topic
1. Diamonds	Earning money
2. Hearts	Love and relationships
3. Spades	An unforgettable memory
4. Clubs	Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example:

If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

Is money important in your life? Why?

What is the easiest way of earning money?

What do you think about lottery? Etc.<sup>27</sup>

However, the teacher should statehood at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken

<sup>27</sup> Chaney, A.L., and T.L. Burk. *Teaching Oral Communication in Grades K-8*. Boston: Allyn&Bacon. 1998

language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences. Beside that, all of those methods as strategy above the researcher can be concluded some methods above, it's very effective to teach English in class. Teacher uses those method and implement in class to make be variant ways in teaching. Not only uses some theories but also can be implemented through practices.

### C. Teaching Speaking

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication<sup>28</sup>.

Language students need to recognize that speaking involving three areas of knowledge:<sup>29</sup>

- a. (Pronunciation, grammar, and vocabulary) using the right words in the right order with the correct pronunciation.
- b. There are two functions (translation and interaction) are know pure of basically and when precise understanding is not required.
- c. Social and cultural rules and norms (turn talking, rate of speech, length of paused between speakers, relative roles of participants).

<sup>28</sup> Grace Stovall Burkart *In Modules for the Professional Preparation of Teaching Assistants in Foreign Language*, ( Washington DC: Caner for applied linguistic,1998).

<sup>29</sup> Judih Rusmajadi, SH, SiP.LLM. *Terampil Berbahasa Inggris dan Tips Mengajar Bahasa Inggris*, (PT indeks, Jakarta, 2010). p.57

Based on the explanation above, the researcher concludes that if learner understand those speaking requirement, they will master English language an appropriately. They can practice English habitually in all conditions to reach the good communication with other people. Besides that, there is characteristic of a successful speaking activity, they are:<sup>30</sup>

1. Learners talk a lot

As much as possible of the period allotted to the activity is. In fact, occupied by learners talk. This may seem obvious, but often most time is taken with teachers talk or pauses.

2. Participation is even

Classroom discussion does not dominated by a minority of talkative participants, all get a change to speak, and contributions are fairly evenly distributed.

3. Motivation is energy higher

Learners are enthusiasm to speak because they are interested in the topic and have something new to say about it or because they want to contribute to achieve a task objective.

4. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and an acceptable level of language accuracy. The researcher concludes, learner can master their speaking fluently if they continually practice more about language special in

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<sup>30</sup> David Nunan. *Second Language Teaching and Learning*. (New York :Heinle Publisher, 1994), 120

English. There are many components of speaking in mastering English language, the namely are:

a. Accent

Chastain described that there are two steps of teaching pronunciation:

- The first, to let the student to pronounce as can as possible
- The second, to make the student to imitate immediately the sound they have listened.

b. Fluency

Bailey explained that, fluency is the capacity to speak fluidly, confidently, and at a rate consistent with the norms of relevant native speech community<sup>31</sup>. According to Thornbury the features of fluency are:

1. Infrequent and long silence
2. Always make silence
3. To silence in transition points and,
4. Long run of syllables and words connecting pauses.<sup>32</sup>

The word 'communication' is used to talk about how people share information (including their thoughts and feelings). Often when people think about communication, they think about talking and listening. However, people also send information by:

1. The tone of their voice
2. The look on their face (facial expression)

<sup>31</sup> Kathleen M. Bailey, *Practical English Language Teaching: Speaking International Edition*. (The McGraw – Hill companies:2005), 5

<sup>32</sup> Kenneth Chastain, *Developing Second-Language Skill: Theory of Practice*, (Chicago:Rand McNally College Publishing Company, 1976), 340

3. The way they use their hands (gestures)
4. The way they move and hold their body (body language)

The problem faced by the student to communicate others.

Communication problem occurs when children have difficulty with:

1. Speech sounds (saying the words clearly or correctly).
2. Speaking fluently (without hesitating too much or stuttering)
3. Using words and grammar (rules about word order and use)
4. Putting words together to let others know what they think or want
5. Understanding what others say.

In addition communication problems can also be caused by:

1. Lack of experience or stimulation to the student's brain
2. Limited opportunities to talk with their friends