

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter consists of the Implementation Theory, Teaching English, Discovery Learning, Listening, Speaking, Writing, Reading, Media, and Previous Study.

#### **A. Implementation Theory**

Implementation led to activities, actions, or the existence of a system mechanism, implementation is not just an activity that is planned and to achieve the objectives of the activity, this is in accordance with the explanation of Usman in Inkiriwang et al (2019:15). According to Joko Susila in Sintawati (2014:8) that implementation is an application of concepts, policies, or innovations in a practical action so that it gets an impact, either in the form of changes in knowledge, or skills, or attitudes.

There are several stages of implementation that are cited from Sintawati's thesis (2014:8), first, program development (such as Prota, Promes, lesson plan, etc.). Second, is the implementation of learning (the process of interaction between teachers and students and with the surrounding environment). The third is evaluation (a process that aims to determine the extent to which these activities have been achieved).

#### **B. Teaching English**

In the teaching process, the teacher's role is very important because as a motivator and facilitator. Therefore, English teachers are expected to be able to do two things at once, namely teach English well and make the teaching and learning process interesting, so that students do not get bored quickly and

enjoy learning more. In managing the class, the teacher must be more creative with interesting techniques as explained by Brown (2004) that teaching is directing and helping students in the learning process such as giving instructions, etc.

### **C. Discovery Learning**

As the first person who introduce Discovery Learning, Jerome Bruner (1986) said that Discovery Learning strategy can be defined as the learning that takes place when the student is not presented with subject matter in the final form, but rather is required to organize their selves. Discovery learning is a strategy that encourages students to arrive at a conclusion based their own activities and observation according to Balim (2009:2).

According to Pappas, (2014) in Apriyanti (2019:2) said that the Discovery Learning Strategy integrates the following 5 principles such as Problem Solving, Learner Management, Integrating Connecting, Information Analysis, and Failure & Feedback. There are three types of discovery learning according to Bibergall (1966). First, pure discovery (a technique that involves no direct assistance, other than encouragement by a teacher). Second, guided discovery (techniques that involve minimal to assistance by a teacher). Third, expositional learning (directed learning that involves maximum assistance by a teacher and usually little or no real discovery by students).

According to Stephanus (2013) in Rahmi (2014:181), discovery learning strategy stages in Indonesia, are divided into two steps, that are preparation and implementation. There are seven things that the teachers should do in preparation. Those are establishing the goals, identifying

students' attitude (such as prior knowledge, interest, and the level of the students, or the way of learning), selecting learning material that should be learnt, choosing topics, elaborating the material, rearranging the topics from the simple to the complex one and from abstract to concrete, and preparing assessment. While there are six phases of implementation steps, those are stimulation (giving stimulation), problem statement (statement/problem identification), data collection, data processing, verification (proof), and generalization (drawing conclusions).

According to experts, there are some advantages in discovery learning strategy. Discovery learning strategy could build on the students' background knowledge and understanding, and can support active engagement of the students and provide high motivation because the students have opportunity to experience, this explained by Thorsett (2002:3). This is corroborated by Kagan in Liang (1980:99) who explains that he agrees that discovery learning creates an impulse that results in maximum student attention during learning. Thorsett (2002:3) also said that it is impossible for teachers not to provide a little knowledge about learning materials at the beginning of the teaching and learning process. Because this strategy has interesting media to be observed, so it can foster student curiosity.

## **D. Listening**

### **1. Definition of Listening**

Listening is one of the important elements in language learning that must be mastered, one of which is learning English. Because listening is the way we communicate with others, that is, understanding the

meaning or information conveyed by the speaker. As Chauhan said, listening is a fundamental skill that is very important for developing all other skills in language learning. Listening and listening have different meanings.

According to Harmer (2001: 181), listening is a receptive skill, meaning that people can get an idea from what they hear. According to Goss (1982), listening is defined as the process of understanding what is heard and organizing it into lexical elements whose meaning can be allocated. The same thing is also explained by Nunan (2003:24), that listening is an active process that aims to understand what the listener hears. Nunan also said that listening is the process of connecting the information they hear with other information they already know, making it easier for listeners to understand what they hear.

## **2. Types of Listening**

According to Brown (2004:119), there are four basic types of listening. First, intensive, listening to the perception of components from a wider range of languages, such as phonemes, words, intonation, etc. Second, responsive, listening to short expressions or utterances to provide short responses, such as greetings, questions, commands, checking to understand, etc. third, selective, in this section there is a short monologue of a few minutes to scan certain information. It aims to understand the information obtained from the longer context of spoken language, such as names, numbers, grammatical categories, directions (map practice), or certain facts and events. fourth, extensive, describes the overall

understanding. This means that the listener listens to a long explanation or lengthy lecture to make an overall conclusion, or the gist of the information conveyed.

Meanwhile, according to Harmer (1991:204), there are two types of listening, those are, Extensive Listening and Intensive Listening. Extensive Listening, this type teaches students to understand the whole text in their language, not necessarily contextual. In this type, the teacher can give students the freedom to choose what they want to hear, indirectly it can improve their listening skills. Intensive Listening, this type is quite important to understand the language of the text, because we have to understand both the lexical and grammatical units that lead to the meaning of the form.

### **3. Teaching Listening**

#### **1) Definition of Teaching Listening**

The listening performance itself is the process of internalizing the invisible and inaudible meaning of the auditory signal transmitted to the ear and brain. The importance of listening in language learning can hardly be overestimated. According to Brown (2001: 247), in language learning listening is the main component, because when in class, students will listen more often than reading, writing, or speaking. This is also conveyed by Bowen, Madsen, and Hilferty (1985) showing that listening is understanding spoken language. Students hear spoken speech, divide sounds, classify them into lexical

and syntactic units, and understand the message. This causes students to think hard to understand what is conveyed by the teacher

## **2) Strategies of Teaching Listening**

According to O'Malley and Chamot (1990) in Mutia (2020), there are three main types of listening strategies. First Metacognitive Strategies, According to Rubin (1988) in Mutia (2020:12), this strategy is a technique of controlling learning through checking, changing, assessing, and planning used by students. This strategy can also be referred to as self-learning. As stated by Brown et al (1983), this strategy is a high-level skill that requires planning, monitoring, or evaluating the success of learning activities.

Second, Cognitive Strategies, for students this strategy includes a problem-solving method because this method is applied by learners to deal with the learning process and facilitate knowledge learning. This strategy also deals with the collection and understanding of what is stored in long-term and short-term memory for later use. There are two types of cognitive strategies for listening: bottom-up and top-down. Bottom-up strategies focus on intonation, sounds, words, grammatical structures, and other components of spoken language. The top-down strategy focuses more on schema activation with global understanding, text interpretation, and deriving meaning.

Third, Social Strategies, according to Brown in Zare (2012:164) states that socio-affective strategies have a relationship

with social mediation activities and interactions with other people. This strategy is used by listeners to collaborate with others, which aims to check the extent of their understanding of the topic being listened to. According to Habte-Gabr (2006) in Mutia (2020), socio-affective strategies are non-academic strategies.

According to Rebecca L. Oxford (1990:37-56 and 135-150) in Hadi (2016) have suggested that listening strategies are classified into two strategies, those are the direct and indirect strategies. There are three strategies in direct strategies which involve the target language, such as memory strategies (help learners store and retrieve new information), cognitive strategies (help learners to understand and produce new language), and compensation strategies (help learners to use the language for comprehension or production). There are three strategies also in indirect strategies which contribute indirectly but powerfully to learning, such as metacognitive strategies (which allow learners to control their cognition), affective strategies (which help to regulate emotions, motivations, and attitudes), and social strategies (which help learners learn through interactions with others). These language learning strategies had been covered the four language skills, Listening, Speaking, Reading, and Writing. Those strategies have been constructed into Strategy Inventory for Language Learning (SILL) questionnaire and have been used by researchers and teachers to see the strategy used by the participants or students.

## **E. Speaking**

### **1. Definition of Speaking**

Speaking is one of the skills to communicate with other people through language media. Speaking is a complex activity and is different from the other three aspects of language skills. Speaking is a form of speech in the form of several sounds produced by the speech apparatus accompanied by body movements and facial expressions. In speaking, the limbs spontaneously participate in expressing and confirming the meaning of speaking. Speaking is an activity that involves a process of speaking alternately between the speaker and the interlocutor.

According to Tarigan (1981) in Fals (2018), speaking ability is the skill in expressing messages or ideas verbally. Similarly, Brown's statement (2004:142), that speaking is an interaction between two or more people with the production, acceptance, and sharing of information orally. Speaking skills for students is a difficult skill to learn because it requires a thought that is spoken spontaneously. We can see this in the statement of Bueno et al. (2006:231) in Fals (2018), that is "speaking is one of the most difficult skills language learners have to face".

Kingen (2000) categorizes speaking goals into twelve goals. Those are, first, personal (showing personal beliefs, opinions, and ideas, and also showing the personal expression of feelings), second, descriptive (describing someone or something, real or imagined), third, narrative (telling or making a story consecutively), fourth, instructive (providing a direction that aims to provide an understanding or success of an activity

or event), fifth, questioning (giving questions to get some pieces of information), sixth, comparative (to make a decision, we can compare two things or more, such as objects, opinions, ideas, or people), seventh, imaginative (an image of someone about places, events, people, or things), eighth, predictive (a person's prediction of the possibility of an event in the future), ninth, interpretative (exploring meanings, creating hypothetical deductions, and considering inferences), tenth, persuasive (giving the shift of other people's points of view, their attitudes, their opinions, and the impact of the behavior of other people), eleventh, explanatory (explaining, clarifying, and supporting ideas and opinions), twelfth, informative (sharing information with others).

## **2. Types of Speaking**

According to Brown (2004:141), there are five basic types of speaking. First, imitative, it is a type of speaking performance that is capable of imitating words, phrases, or sentences. In this case, they only need to get information, then they convey the information in full, according to what they heard without any addition.

Second, intensive, in this section it is different from the one above (imitative). In this section, it is necessary to understand the meaning of the interlocutor which aims to provide a response or answer, but the interaction with the interlocutor is very minimal. Like, reading aloud, completing sentences or dialogues, etc.

Third, responsive, represents the interaction and understanding of the text at a limited level. The point is a short conversation between two

people, such as just giving a short greeting, or having a chat with a light topic. Fourth, Interactive, interactive is the opposite of responsive. That is, interactive is an interaction that does many exchanges or many participants. The last, extensive, it is a broad oral production task, including speech, oral presentation and storytelling, this poses limitations on oral interaction for listeners.

### **3. Teaching Speaking**

#### **1) Definition of Teaching Speaking**

During the learning process, the teacher is expected to be able to help students achieve their goals, such as the motivation given by the teacher to be more confident when speaking English and having good pronunciation and ask them to keep practicing. Brown and Nation (1997) stated that in teaching speaking skills, students are directed to focus on form and meaning. The purpose of focusing on form is to focus on grammar, pronunciation details, and the choice of vocabulary used. While focusing on meaning, means focusing on the content or message conveyed in speaking.

#### **2) Strategies of Teaching Speaking**

Teaching strategies are very essential since they determine the success of the teaching process. A teacher's strategy should be interesting and can take students' attention. The students can benefit from how to use contextual clues and guess the meaning of the content to deal with unfamiliar items according to Linse & Nunan (2005). According to Brown & Yule (2000) in Razi (2021), the aim

of teaching speaking is to provide students with the ability in expressing the target language to cope with basic interactive skill. To overcome students' difficulties in speaking skills, teachers need some appropriate strategies or methods in the learning process. There are several strategies proposed by experts in teaching speaking. Those are, first, Role Play and Simulation. In the role-playing strategy, the teacher does not focus on one student only but also on other players. This strategy is also used to achieve writing skills, but with different goals according to each skill. According to Harmer (2001), simulation and role-play can increase students' self-confidence because students are asked to talk to other people. In this case simulation and role-play are very similar, the difference is, that in using simulation strategies students can bring properties that can support the story. Meanwhile, role-play is only dialogue, expression, and intonation. Both of these strategies have many benefits for students, first, the class is not boring and can motivate students. Second, it can increase self-confidence, especially for shy students. According to Larsen Freeman (2000) in Razi (2021) role play can be grouped into two forms, very structured role-play (or scripted role-play. The teacher will tell them about what they should say in speech text) and less structured role-play (or unscripted role play. The students have to decided what language to use by themselves).

Second, Drilling. According to Thornbury (2005) in Idayani et al (2017), drilling is a strategy to improve pronunciation. This

strategy is known as eliciting because the process applied encourages students to come up with a word and phrase structure that has been said or written.

Third, storytelling, this strategy makes students think more creatively because with this strategy students can develop and express their ideas through a story, a joke, or tell riddles. This strategy can also have students summarize a story or make stories to retell to their classmates. According to Razi (2021), in the implementation of storytelling, the process is very important, because of the process of setting the value or message of the story.

Fourth, Language Games, according to Razi (2021), language games were designed and developed depending on a learner's needs. Language games can be classified according to the kinds of language focus they have, the kinds of resources, classroom management, and the organization they need (Brewster, Girard & Ellis, 2002, p. 174). The teacher should know what kind of game that suitable for the lesson. Chen (2002) in Razi (2021) show some benefits of language games. First, the game center on students. More students' interaction in the teaching process will expose their speaking ability. Second, the game promotes communicative competence. Third, the games create a meaningful context for language use.

The last, Picture Describing, this strategy is easy to teach in the English beginner class. In Razi (2021), Brandon (2012) states that using a picture strategy can help teachers to teach vocabulary related

to concrete meanings. In addition, Hornby (1995:138) asserts that pictures are descriptions that give students an idea in their minds about what something looks like. That is, this strategy makes it easier for students to remember and understand new vocabulary.

## **F. Writing**

### **1. Definition of Writing**

Writing is an activity to express feelings, ideas, opinions, or information in the form of sentences that are written correctly according to grammar. According to Harmer (2007:31), writing is a way to produce language through the expression of ideas, opinions, and feelings. In Faisal (2013: 240) Tarigan said that writing is a language skill that is used to communicate indirectly, without having to meet face to face, can use paper media or electronic devices. According to Kern (2000:172), writing is a process to develop the ability to think explicitly about how to organize and express thoughts, feelings, and ideas in a way that is by the expectations of the reader. "For the second learner, this skill is the most difficult to master," said Richard and Renandya (2002:303) in Muzaroah (2021).

### **2. Types of Writing**

According to Nichol (1978:13), there are four kinds of writing. First, descriptive is a picture of an object, person, or thing, such as how it looks, sounds, tastes, feels or smells without actions or events. Descriptive writing describes a verbal description of what we are experiencing and how we feel at that moment. In this paper, we will use

adjectives and adverbs more often. Second, exposition, describes a subject, in the form of a place, person, object, or idea, and is commonly referred to as "writing information". This article is factual. Third, argumentation (persuasive), this paper aims to convince and persuade the reader. Persuasive writing can be found in editorials, research proposals, opinion essays, magazines, and books that argue for a point of view.

The last, narrative, is entertaining related to events. Melly (2006:1) also said the same thing, that there are five kinds of writing, namely, first, expository (to explain and inform), second, descriptive (to show or describe), third, persuasive (to support or oppose something). problem), fourth, creative (an interesting writing, such as a poem, story, drama, autobiography, a scenario, etc.), and the last narrative (a story, story, or fairy tale).

### **3. Teaching Writing**

#### **1) Definition of Teaching Writing**

This skill in learning English is one of the most difficult skills to do for most students. Because students are required to produce correct sentences in grammatical words based on the ideas they convey. As stated by Richard and Renanda (2002:303) in Muzaroah (2021), that writing is the most difficult skill for students to master. According to Riddell (2003: 130) in Muzaroah (2021), there are two reasons why students need to master this skill. First, writing is an effective means of communication. Second, academic writing

emphasizes accuracy and better formal language used by students to reach their informational level.

## **2) Strategies of Teaching Writing**

According to Graham and Perin (2007) in Jurianto (2015), there are eleven strategies in writing, but only eight are frequently used. First, instruction, this strategy is usually used when the teacher will give a writing assignment that aims to teach students to plan, revise, and edit their writing. Second, summarization or summarizing a text. Usually, this strategy is used to determine the main idea in the text they are studying. Third, is the implementation of the concept learned-centered, in this strategy students are asked to cooperate in completing assignments to produce very beautiful written works. According to Storch (2005), this strategy was found to collaborate and provide an opportunity to generate good ideas to produce the best quality writing.

Fourth, the explanation of a specific product, the teacher explains the purpose of the writing task through writing directions and explains how to write well, especially about the genre that has been determined. Fifth, prewriting, is an activity that helps students generate ideas for writing. This activity is carried out so that students can understand the material to be studied and the tasks to be done. Prewriting is usually in the form of brainstorming or questions and answers delivered by the teacher.

Sixth, is inquiry, to generate ideas and develop the content of their writing, usually, the teacher involves students in analyzing the concrete data around them. Seventh, A study of models, in this strategy, the teacher gives students opportunities to read, analyze, and imitate good writing models. This strategy is often used by teachers because it relates to the genre approach adopted in the curriculum. The last, sentence combining, this grammar-based activity can help improve students' writing skills. As explained by Graham and Perin (2007: 18) that learning to write complex sentences can improve the quality of students' writing.

## **G. Reading**

### **1. Definition of Reading**

Reading is one of the important skills to be taught by the teacher to the students because reading is a window of knowledge. Reading is an undertaking to get the which means of the facts from the text. Based on Muslaini (2017), reading is the writer's way to send the information to the reader through the text.

Based on Aebersold and Field (1997:15), reading happens when someone looks at and gives meaning from the symbols which are written in the text. It means that reading is the way to understand a text, when we read the text we try to get the point about what we reading are. Heilman in Azmi (2019) also said a similar statement that reading is the way of finding the meaning from printed word symbols. Reading is not only

about reading the text by pronouncing all the words on the text, but also trying to get the meaning from the text which we read.

According to the explanation above, the researcher concludes that reading is an activity that needs hard thinking to get suitable information from the written text. Moreover, reading is also a connection between a writer and a reader. That is as the message sender and as the receiver via the text. The message will have been delivered successfully when the readers can get the idea of the text.

In general, the purpose of reading is to get information, but every people have different purposes of reading. There are countless functions of studying in accordance to Grabe and Stoller (2011:5). First, reading to search for simple information and reading to skimming, reading to search for easy records is an incredibly unbiased cognitive manner in accordance to some researchers and it is additionally a frequent analyzing ability.

Second, reading to learn from texts, reading to research generally takes place in educational and expert contexts in which an individual is required to research a quantity of data from a text. In this case, the reader is supposed to remember the main ideas and many supporting ideas and can remember this information as needed. Third, reading to integrate information, write and critique text, reading to integrate information requires that the reader learn information from many texts or combine the information from different parts of the text, such as a long chapter in a textbook.

The last, reading for general comprehension, there are two definitions of typical analyzing comprehension, that is first, it is the most fundamental purpose for reading, underlying, and bolstering most different dreams for reading. Second, studying for generic comprehension is extra complicated than generally assumed.

## **2. Types of Reading**

According to Brown (2004:189), there are four types of reading, first, perceptive reading, perceptive readings implicate the factors of a large discourse, such as letters, words, punctuation, and different graphemes' symbols. Second, selective reading, this class is a structure of evaluation structure which is to ensure one's studying focus of lexical grammatical or discourse facets of language inside a very quick time. Third, interactive reading, is the way the reader interacts with the text, it's mean that the understanding of the reader to the language from some paragraphs into a page or more in which the reader must. The last, extensive reading, extensive studying reads a lengthy text, such as a lengthy article, and books that are usually examined backyard a study room hour.

While, Patel, and Praveen (2008:117), said that there are four types of reading. First, intensive reading. Intensive analyzing is textual content analyzing or studying the passage. This reading activity reads the shorter text which is to aim the learner reads the text to get knowledge or to analyze and to get specific information. The learner reads books to accumulate information in the form of intensive reading. There are a few

traits of intensive reading, first, this analysis helps the learner to increase lively vocabulary, second, the instructor performs the predominant function in this reading, third, linguistic objects are developed, fourth, this analyzing goal at energetic use of language, fifth, intensive studying is studying aloud, and the last, in intensive analyzing speech dependency are emphasized and accent, stress, intonation, and rhythm can be corrected.

Second, extensive reading. In substantial reading, the degree of problem is decreased than intensive reading. Extensive studying is studying for pleasure. The reader simply needs to understand something, consequently, they do no longer care about the necessary data or the precise facts from the text. Usually, humans study to preserve them update. There are numerous traits of vast reading, that are, first It helps the learner to advance energetic vocabulary, second, big analyzing is silent reading, third, in sizeable studying the concern be counted is emphasized, fourth, in the extensive, analyzing the newbies play the principal function due to the fact they have to ask for measures, fifth, in big studying the concept can be developed, sixth, good-sized studying objectives to enrich learners' knowledge, the last, via tremendous studying the desirable studying addiction can be developed.

Third, reading aloud, also play important role in teaching English, that is to help the students to develop the skill of pronouncing and to develop the skill of reading by expressing ideas.

The last, silent reading. Silent studying is a very necessary talent in educating English and vital to amplify analyzing capability amongst

learners. In silent reading, the instructor has to make them examine silently barring any difficulties. The purpose of silent studying is achieved to gather a lot of information. The gain of silent analyzing is it makes the college students very lively and accurate, can make the college students pay attention their interest towards the difficulty depends and he learns naturally, saving time, very beneficial to strengthen the ability to analyze fast, and This talent performs the predominant position to make bigger the expertise of students.

### **3. Teaching Reading**

#### **1) Definition of Teaching Reading**

Teacher must know how to teach students, what methods to use, and what have to teach to the students. According to Brown (2004), teachers must have appropriate learning methods when teaching reading to achieve the specific goals of reading. There are three aspects that the teacher should focus on in teaching reading, that are, how to provide the text, how to expand the lesson using it, and how to implement it.

#### **2) Strategies of Teaching Reading**

According to Vacca & Vacca (1999:53), there are some strategies for teaching reading comprehension. First, Scaffolding, in Raggi (2019:14), Gasong (2007) said that scaffolding is a lesson in which students are given some help throughout the early degrees of studying and then lowering the aid and offering opportunities for students. Scaffolding is the process of a teacher or someone more

capable of helping students to solve a problem that exceeds their developmental limits. From the above understanding, it can be concluded that scaffolding is assistance or support from teachers to students that allows an increase in the acquisition of potential knowledge so that there is a greater mastery of the material as evidenced by the assistance of higher problem-solving problems.

Second, think-Aloud is an approach that helps students with studying activities, and goals to recall the important points of the texts which are given by the teacher. The potential of teachers to switch creativity and manipulate the students in finishing every step of the way think-aloud method in understanding reading texts and teachers make their wondering specific by way of verbalizing their ideas while reading orally.

Davey, 1983 suggests five fundamental steps when the use of think-aloud. First, pick out passages to study aloud that incorporate factors of difficulty, ambiguities, contradictions, or unknown words. Second, whilst orally analyzing questioning aloud, have students observe silently and pay attention to how hassle spots are through. Third, have students work with companions to work out think-aloud using a way of taking analyzing short, cautiously organized passages and sharing thoughts. Fourth, have students exercise independently, the use of guidelines to contain all students whilst verifying the use of the procedures. Finally, to provide for the transfer, mix exercising

with exclusive lessons, and furnish an occasional demonstration of how, why, and when to use think-aloud.

Third, reciprocal teaching is an approach that asks students and teachers to share the function of the teacher by permitting each to lead the dialogue about a given reading. Reciprocal teaching includes four techniques that inform the discussion: predicting, question generating, summarizing, and clarifying. Reciprocal Teaching is a fantastic way to train students how to decide essential thoughts from studying whilst discussing vocabulary, creating thoughts and questions, and summarizing information. It can be used throughout several content material areas; it works mainly properly with textbooks and non-fiction texts. In Ranggi (2019:16), Palinscar & Brown (1984) said that reciprocal teaching is a guided reading comprehension method aimed at improving students' abilities which are carried out by regular readers and good learners (summaries, questions, clarifications, predictions, and replies to what they read).

Fourth, Surveying, Questioning, Reading, Reciting, Reviewing (SQ3R), is a systematic reading method to assist you to prepare the reading method into manageable units. It is solely one of many comparable techniques that you can use to enhance comprehension. It consists of five steps, they are: Surveying, questioning, reading, reciting, and reviewing. The SQ3R approach consists of reading the headings in the chapter swiftly to get its indispensable part, turning the heading into question, reading to find

out the reply to the question, and recalling the vital factor (the reply to the question) by using retelling them or writing them in one's reminiscence at the essential point.

The last, Question-Answer Relationship (QARs), Question-Answer Relationships (QARs), is a reading approach thru perception and evaluation of questions. The kind of question requested for information comprehension needs to be primarily based on the facts readers want to reply to the question. Therefore, teachers need to assist students to turn out to be conscious of in all likelihood sources of records as they reply to questions (Pearson & Johnson 1978). A reader attracts to two extensive statistics sources to reply to questions: records in the textual content and statistics inner the reader's head.

## **H. Media**

The important thing in teaching English besides strategy is media. Media is a tool to convey something to others. Likewise in the field of education, the media is a very important tool that can assist teachers in conveying material easily. As explained by Pitriana (2012) in Pratama et al (2017:2), one of the tools that help teachers in conveying material easily to students is the media. This explanation same as explained by Munadi (2013:3) in Wirawan (2020:91), teachers need teaching media to facilitate the implementation of learning and to convey material to make it easier to understand, either in the form of print media or electronic media. The teaching and learning process must be well designed to make it more

interesting and fun, and students don't get bored quickly. Therefore, teachers must be more creative in making or using media.

There are several types of media used in different situations. According to Heinich et al (2002) in Pratama et al (2017:2), media is divided into visual, audio, video, computer, and multimedia. In visual media, Heinich divides it into five types, namely non-visual projects, visual projects, digital images, slides, and overhead projections.

Meanwhile, according to Wirawan (2020:91), there are several types of media, namely first, audio media (media that only uses sound), second, visual media (media that only uses sight), third, audiovisual media (media that uses sound and sight), and fourth, multimedia (combination of hardware and software computer). There are two types of visual media, first, verbal-visual media and non-verbal visual media. Verbal visual media are visual media that contain linguistic messages in the form of writing, such as newspapers. While non-verbal visual media (graphics) are visual media that contain non-verbal messages, contain visual symbols, or graphic elements, such as paintings, photos, sketches, diagrams, charts, etc. Third, audio-visual media (media that uses hearing and sight, such as video, TV, etc.)

## **I. Previous Study**

There are several previous studies of research related to the implementation and the strategies of teaching English. First research used qualitative descriptive analysis, which was written by Milda Sari Hadi, Aryuliva Adnan, and Delvi Wahyuni in 2016, entitled *The Analysis of Listening Strategies Used By English Department Students of Faculty of*

Language and Arts of Universitas Negeri Padang. This research aims to know the listening strategies and the strategies used by the students with higher test scores (successful listeners) and with the lower test scores (unsuccessful listeners) in the English department at UNP.

Second research in 2021, entitled *Teachers' Strategies In Teaching Speaking Skill To Junior High School Students*, was written by Faisal Razi, Asnawi Muslem, and Dohra Fitriisia. This research aims to describe the kind of strategies as well as the obstacles.

Third research used qualitative research in 2017, which was written by Nurmadia Sarjan and Mardiana, entitled *An Analysis On The English Teachers Strategies In Teaching Reading Comprehension SMP 1 of Wonomulyo*. This research aims to know what the strategies and how the implement of English teacher' strategies in teaching reading comprehension at the Second Grade of Junior High School 1 of Wonomulyo.

Fourth research in 2015, entitled *Strategies For Teaching Writing In EFL Class At A Senior High School In Indonesia*, was written by Jurianto, Salimah, and Deny A. Kwary. This research is aimed to demonstrate that English teachers at the school are skillful and resourceful in teaching writing.

The last research used descriptive qualitative in 2020, which was written by Wirawan Fajar, entitled *A Study On The Teaching Media Used By The English Teacher At SMP Muhammadiyah 2 Malang*. This research is aimed to know the media used by the English teacher, and to know the strengths and weaknesses the media used by the teacher in teaching English at SMP Muhammadiyah 2 Malang