

CHAPTER II

LITERATURE REVIEW

This chapter deals with the review of related literature covering the theoretical review which underlying theories of teaching strategies, teaching speaking, English course, and Mr. Bob Kampung Inggris.

A. Teaching Strategies

1. The definition of teaching strategies

According to Douglas Brown, teaching as showing or helping someone to learn is guiding and facilitating learning enables the learner to learn how to do something, gives instruction, guiding of the study of something, providing with knowledge causing them to know or understand.¹ In the teaching and learning process, strategy is an activity that both the teacher and the student should participate in to ensure that the learning activity is successful and efficient. Of course, the teacher is responsible for developing the method first, and then the students are responsible for engaging in learning activities guided by the teacher.

A strategy is a method for carrying out tasks or actions that have been carefully planned and defined. The objectives of the activity, who is participating in the activities, the method of activities, and the means of supporting activities are all included in the strategy.² Specific methods of approaching a problem or task, modes of operation for achieving a specific goal, and a planned design for controlling and manipulating specific information are all examples of strategies. Individual strategies are different; each of us has a variety of options for solving a problem, and we select one or more for a given problem.³ Thus, teaching strategies are ways that teachers

¹ H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: San Francisco State University, 2000), 7.

² Abdul Majid, *Learning Strategy*, (Bandung: PT Remaja Rosdakarya, 2014), 3.

³ H. Douglas Brown, *Principle of Language Learning and Teaching fourth edition*, (San Fransisco: Longman, 2000), 113

have to understand since successful teaching needs an effective teaching strategy.

2. The importance of teaching strategies

According to Brown Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, and planned designs for controlling and manipulating certain information. Then strategy is a remedy for the teacher in making system area that happened to process teaching-learning.⁴ Teaching or strategy is one component that must be included in learning activities since an effective method is required to achieve the learning purpose and to build the students' skills. Teaching methods play a crucial role in learning as a tool and a means of achieving learning goals. The role of the teaching method is defined as “a particular action made by the student to make learning simpler, faster, more pleasurable, more self-directed, more successful, and more transferable to different situations.”⁵ Therefore, teachers must be able to understand teaching strategies. The following are some of the reasons why strategies have become such an essential aspect of education, according to Silver et al:⁶

- a. Strategies are tools for creating thoughtful lessons and units.
- b. Strategies make the work of differentiating instruction manageable for teachers and motivating for students.
- c. Strategies provide the tools needed to bring thoughtful programs to life in the classroom.
- d. Strategies build the skills needed for success on state tests.
- e. Frequent use of strategies leads to consistent and significant gains in student achievement.

⁴ Brown, D. H. *Principles of Language Learning & Teaching*. (4th ed) (Longman; New York, 2010). 113

⁵ Lyle F Bachman and Adrian S Palmer, *Language Testing in Practice: Designing And Developing Useful Language Tests* (Oxford: Oxford University Press, 2015). 8.

⁶ Harvey F. Silver, Richard W. Strong, and Matthew J. Perini, *The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson* (Upper Saddle River, NJ: Merrill, 2009). 44

3. Some teaching strategies

According to some teaching experts, there are some basic teaching strategies. These strategies are determined by the subject matter to be taught as well as the learner's personality such as *lecturing, discussion, question and answer, grouping, and role-playing*.⁷ Lecturing is a strategy that focuses on the transfer of information to other people and may be used in all sorts of learning (students).⁸ Traditionally, *lecturing* (together with e.g., narrative, description) has been defined as an explanation strategy becoming the most basic strategy. It belongs to the category of monological teaching methods, in which knowledge is passed from the teacher to the students. The teacher's task is considered as one of explanation, with students passively taking what is presented.⁹ Moreover, *discussion and question and answer* are unique strategies in the learning and teaching process because when a teacher receives a question and response from a student, the teacher may immediately determine the student's understanding level, prompting the teacher to modify his or her teaching. A grouping strategy may be defined as a method of organizing students to facilitate the transmission of knowledge. The learner or student can be directly involved in the subject creation, understanding, expertise, and behaviour using the role-playing technique.¹⁰

In addition to the basic strategies above, several strategies can be used by teachers in learning and teaching activities such as *motivational strategies, direct learning strategies, drilling, outdoor activities, and role play*. *Motivational strategies* are approaches that enable individuals to behave in ways that help them achieve their goals. Dealing with students' learning

⁷ Freiberg, H. Jerome, and Amy Driscoll. *Universal Teaching Strategies*. (Needham Heights, MA 02494: Allyn and Bacon, 2000), 59.

⁸ Karmila, "A Study of Teaching Strategy of Speaking in The Intermediate Class at Bule House Course, Pare kediri", (Thesis, IAIN Surakartam Surakarta, 2018), 11

⁹ Fairurrozi, "The Teacher's Strategies in Teaching Speaking at The Eleventh Grade of State Senior High School 4 Jambi", (Thesis, Universitas Islam Negeri (UIN) Sulthan Thaha Saifuddin Jambi, 2020), 6.

¹⁰ Karmila, 11.

motivation in the classroom is a need and critical to their overall growth and progress. Motivation is claimed to be an essential component of the learning process.¹¹ *Direct learning* is a type of instruction that is aimed to help students construct well-structured, step-by-step learning activities. Direct teaching is teacher-centred and requires student participation. Under the guidance and direction of the teacher, the teacher offers academic information/material in an organized way, interprets students' actions, and tests students' skills through exercises.¹²

Drilling strategies are used when students are having problems with a long line of dialogue. The teacher divides the line into several sections. The students repeat a part of the sentence, generally the line's last phrase. The students then extend what they are saying part by part until they can repeat the complete sentence, following the teacher's lead. Moreover, outdoor learning activities may motivate people of all ages to consider and act on challenges at the local, national, and global levels to live in harmony and effectively manage our impact on the environment. Outdoor learning may give children and young people a variety of possibilities to improve skills for study, life, and career. A *Role-play* strategy is one other way to get the students to speak. Students act out diverse social situations and take on various social roles. The teacher provides information to the students in role-playing exercises, such as who they are and what they believe or feel. Students can pretend to be guests at a party, travel agents addressing client questions, or attendees at a public meeting. Each group's role is decided by them.¹³

Those are some basic strategies that can be used by teachers during learning and teaching activities in class. The teacher can choose the right strategy according to the student's abilities, the topic being studied as well as the learning environment and situation. Especially for learning English, there may be several strategies that can be used to improve students' speaking skills.

¹¹ Ulfania Dwi Handayani, "English Teachers' Strategy in Teaching Speaking", (Thesis, IAIN Ponorogo, 2019), 40.

¹² Ulfania Dwi Handayani, 49.

¹³ Ibid, 53.

B. Teaching Speaking

1. The definition of speaking skill

Speaking is one of the most important skills to develop when learning a new language. It is widely regarded as a measure of one's proficiency in a foreign language, not only because of its high communicative value. Because of this prestigious status, the ability of students to produce the language becomes the ultimate objective of spoken language instruction. It is undoubtedly a goal to achieve due to its nature as a productive skill. We communicate, give ideas, and communicate in various ways via speaking. Therefore, the goal of learning a language is to improve their speaking and communication abilities so that they may teach students to utilize a foreign language as a skill in speaking with a high communicative value.¹⁴

Speaking English is a necessary skill for success in any aspect of globalization. It may be found in almost every aspect of modern life. Communicative activities can motivate them to speak and interact with one another. It's also a technique for transmitting ideas that are organized and developed according to the needs of the listener. The primary goal of speaking is to communicate. As a result, to successfully articulate ideas, the speaker must be aware of what he or she wants to say or communicate.¹⁵ According to Harmer, people communicate for three reasons. People communicate first and foremost because "they want to express something." As Harmer said, the term 'want' relates to a speaker's deliberate desire to communicate with others. Simply put, individuals speak because they are unable to remain silent. People communicate because "they have some communicative aim," according to the second point. The speakers want something to happen as a result of what they say. Therefore, they have a communicative purpose.¹⁶

¹⁴ Fairurrozi, 7.

¹⁵ Ulfania Dwi Handayani, 23.

¹⁶ Jeremy Harmer, *The Practice of English Language Teaching* (Harlow: Pearson Education Limited, 2019), 46.

2. Elements of speaking

According to Brown and G. Yule explain that in teaching speaking the teacher helps their students develop for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to a specific context and to do so using acceptable (that is, comprehensible) pronunciation.¹⁷ It can be said that Speaking is a complex skill that necessitates the simultaneous use of a variety of skills that often develop at different speeds. According to Brown, there are several aspects of speaking that learners must master. These elements can be utilized to determine whether or not someone's speech is good. It involves aspects of grammar, vocabulary, comprehension, pronunciation, and fluency.¹⁸ Those are described as follows:

a. Fluency

Many language learners aim for speaking fluency. It refers to a person's ability to talk clearly and fluently. Fluency refers to a person's ability to communicate in a foreign language without making mistakes such as mispronouncing a word or misinterpreting a concept. A somewhat quick rate of speech and a small number of pauses and "ums" or "ers" are signs of fluency. These indicators show that the speaker does not have to spend a lot of time looking for the language items needed to convey the information.¹⁹

b. Comprehension

A student's ability to grasp all a speaker says to them is defined as comprehension. It indicates that if a person can respond or explain themselves clearly and appropriately, it indicates that he or she comprehends or understands the situation. In a short, speaking is the ability to communicate one's thoughts, feelings, and emotions to another.

¹⁷ Yule, George dan Brown. *Discourse Analysis*. (Jakarta : Gamedia, 2010), 6.

¹⁸ H. Douglas Brown, 172.

¹⁹ Ibid.

It implies that individuals try to communicate with one another and use language to help the listener comprehend; as a result, people are able to engage with one another.²⁰

c. Grammar

Grammar is the method of placing words together to form a complete phrase. Students must be able to construct a correct sentence in conversation. This is significant because if a speaker can learn grammar and order words, he or she will be able to speak English fluently. Grammar is also useful for learning the proper technique to achieve proficiency in a language in both oral and written form.²¹

d. Vocabulary

The basis of language is vocabulary. It may be found in any language competence. It's crucial because we can't express anything if we don't have a language in our heads. Vocabulary refers to the selection of words that are used correctly in the context of speaking. One cannot properly communicate or convey their thoughts in both oral and writing form without a sufficient vocabulary. Learners who have a limited vocabulary have another challenge to acquiring a language.²²

e. Pronunciation

According to the definition, the most significant aspect of language is pronunciation. When students communicate, they use English pronunciation to develop clearer language. It is concerned with the phonological process, which is comprised of the parts and concepts that define how sounds vary and pattern in a language. As a result, the students must have appropriate correct pronunciation since their speaking will be more understandable if they do.²³

²⁰ Ibid,173

²¹ Ibid.

²² H. Douglas Brown, 173

²³ Ibid.

As a result, every English language student must pay special attention to the components of speaking skills for the listener to understand the conversation more easily.

3. Teacher roles in teaching speaking

Brown claims that while teaching at the intermediate level, the teacher is no longer the exclusive initiator of language. When students are encouraged to ask questions, make comments, and negotiate specific learning possibilities, it indicates that they are more engaged in the classroom. In pairs, group work, and whole-class activities, more student-to-student interaction is now possible. As a result, learner-centred work is now a reality. Because the students were able to establish a positive rapport in terms of speaking and conversation topics. Due to the students' capacity to talk immediately, the teacher must be careful and effective when assigning the work to them.²⁴

However, according to Harmer, three factors, are particularly important if teachers want students to speak fluently. The first factor is the prompter. Students may become lost, can't think of what to say next, or lack the fluency that teachers demand of them in various ways. A teacher can let them suffer through such problems on their own, and this may be the best option in some situations. The second factor is the participant. When asking students to procedure language, teachers should be effective animators. The last factor is feedback provider. The difficult question of when and how to provide feedback in speaking activities is addressed by carefully evaluating the impact of various approaches.²⁵

4. Types of classroom speaking performance

According to Brown, six categories pertain to the kind of oral output that students are required to do in the classroom:²⁶

a. Imitative

²⁴ Ibid., 10.

²⁵ Jeremy Harmer, 275.

²⁶ H. Douglas Brown, 271.

Imitation makes learners try to identify a certain vowel sound or rehearse an intonation contour. This exercise is for concentrating on a specific aspect of language form. A similar technique, "drills" provide students with the opportunity to listen to and verbally repeat particular strings of words that may cause phonological or grammatical difficulties. They can assist in the development of particular psychomotor patterns as well as the association of specific grammatical forms with their proper context.

b. Intensive speaking

Intensive speaking extends beyond imitation to encompass any speaking performance that is intended to improve phonological or grammatical skills. Intensive speaking can be self-initiated or part of a pair work exercise in which learners are "going over" certain forms of language.

c. Responsive

In the classroom, a lot of students' speech is reactive: quick responses to the teacher or student-initiated inquiries or comments. These responses are typically sufficient and do not lead to conversations. It is real and meaningful.

d. Transactional (dialogue)

A transactional language is an extended form of responsive language that is used to express or exchange particular information.

e. Interpersonal (dialogue)

It is intended more for maintaining social relationships than for the aim of transmitting facts and information. These talks are more difficult for some people to understand because they might include a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert "agenda."

f. Extensive (Monologue)

Students in the intermediate to advanced levels are expected to deliver long monologues in the form of oral reports, summaries, or even brief speeches. The register is more formal and deliberate in this case. These speeches might be prepared or spontaneous.

5. Testing speaking

To know successful in teaching speaking, the teacher should have criteria of assessment. According to Brown, assessment is a continuous activity that covers a wide range of topics. Feedback, comments, questions, confirmations, corrections, quizzes, exams, and other forms of feedback are all possible. Performance evaluation, portfolio assessment, and student self-evaluation are all elements of the teaching and learning process. Teachers can analyze and quantify how far the study's planned goal has been met or implemented. It also assesses how far their program has progressed.²⁷

Referring to Brown's statement above, the teacher who assesses a student's ability in speaking should apply appropriate ways of authentic assessment. For this assessment, a table on oral proficiency scoring categories can be used to evaluate students' performance. Each criterion is designed to make it the teacher easy to score students when they are speaking English. The criteria used to evaluate students' performance are based on those developed by Brown. Six criteria to assess speaking skills are suggested by him at least such as pronunciation, fluency, grammar, vocabulary, discourse feature, and task accomplishment as depicted in the following table.

²⁷ H. Douglas Brown, 4.

Table 2.1 Oral proficiency scoring categories

Scale	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Task
1	Grammar error are frequent, but the speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Speaking vocabulary inadequate to express anything but the most elementary needs	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrasing.	(No specific fluency description. Refer to other four language areas for the implied level of fluency.)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements. (Should be able to order a simple meal, ask and give simple directions, make purchases and tell time)
2	Can usually handle elementary constructions quite accurately but does	Has spoken vocabulary sufficient to express himself	Can get the gist of most conversations of a nontechnical subject (i.e topics	Can handle with confidence but not with facility most social situations,	The accent is intelligible though often quite faulty	Able to satisfy routine social demands and work requirements; needs

	not have thorough or confident control of the grammar.	simply with some circumlocutions	that request no specialized knowledge)	including introductions and casual conversations about current events, as well as work, family and autobiographical information		help in handling any complications or difficulties.
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	Able to speak the language with sufficient vocabulary to participate effectively in a most formal and informal conversation on practical, social and professional topics. Vocabulary is broad enough that he rarely grope for a word.	Comprehension is quite complete at a normal rate of speech	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native speaker. The accent may be foreign.	Can participate effectively in most formal and informal conversations on practical, social and professional topics.
4	Able to use the language accurately on all	Can understand and participate in any conversation within	Can understand any conversation within	Able to use the language fluently on all levels	Errors in pronunciation are quite rare.	Would rarely be taken for a native

	levels normally pertinent to professional needs. Grammar error is quite rare.	the range of his experience with a high degree of precision of vocabulary.	the range of his experience.	normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.		speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting form and into language.
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by an educated native speaker.	Speaking proficiency is equivalent to that of an educated native speaker.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.	Speaking proficiency is equivalent to that of an educated native speaker.

C. English Course

1. The definition of an English course

The demand for English education is increasing in the modern era. It is caused by society's strong desire for language mastery. In this type of situation, courses for children and adults must establish goals that reflect social as well as academic, professional, or occupational objectives. A formal school English course is not the same as a community college English course. It would be different from the material in the English course, as well as the more liberated situation in class. We learn new things here that we did not learn in school.

2. The aim of the English course

According to Fraida and Elite, the English course has many goals. The general goals of the course are:

- a. The learners are expected to achieve until the end of the course and understand all of the materials.
- b. The students can master the skill that they are learning professionally.
- c. The learners can achieve the best possible result in the final evaluation/examination.
- d. The course's curriculum We are aware that the course and school are not the same.

3. The Curriculum

The English course follows a different curriculum/lesson plan than the formal school. The syllabus, the first component to be examined, is the vehicle through which policymakers communicate program information to teachers, textbook writers, examination committees, and students. It could have been called a 'curriculum,' a 'plan,' a 'course outline,' or any number of other names for what we now call 'syllabus.' Whatever it is called, it is a document which

ideally describes:

- a. What learners should know at the end of the course, or the course objectives in operational terms.
- b. What will be taught/learned during the course, in the form of an item inventory.
- c. When to teach and at what rate of progress, relating the inventory of items to the various levels and stages, as well as the course's time constraints.
- d. The method of instruction, including procedures, techniques, and materials.
- e. How it will be evaluated, including suggestions, testing, and evaluating mechanisms.

4. The Material of the English Course

According to Fraida and Elite, the materials should be compatible with the curriculum. Procedures, techniques, and item presentations must be by the specifications specified in the syllabus, and ideal materials should present each point. Finally, effective materials should allow experienced teachers and learners to develop alternatives based on their needs and personal preferences.²⁸

D. Profile Mr. Bob Kampung Inggris

1. Mr. Bob

Mr Bob is a Mr Bob English course in Pare, Kediri, East Java. Mr Bob was founded in 2011, so it is a new course, but it has progressed quickly and greatly. Mr Mahbub is the founder of Mr Bob; he derived the name Mr Bob from his nickname "Bub." Mr Bob has 15 regular classes. There are roughly 80 tutors. The tutors come from a variety of backgrounds. Before they can be a tutor, they must first be a student. And then there is the fact that they have a special ability when it comes to learning English. All of the tutors are fluent in English. As a result, the course recruits them based on their abilities. They

²⁸ Fraida Dubin, 30.

must pass a tutor eligibility test to tutor in this course. They must have a TOEFL score of at least 550, EILTS 7 and they have to manage the class.

This course has a large number of students who come from various regions and backgrounds. East Java, Central Java, West Java, Jakarta, Sumatra, Sulawesi, Kalimantan, and other places are represented. They also come for a variety of reasons; some date to improve their English skills, others to meet job requirements, still, others to continue their education at the next level, and so on. Each member's abilities vary, from those who cannot speak English to those who already have English, to those who can speak English but rarely apply, and for a variety of other reasons.

In that course many different majors of students. A large percentage of the majors outside of English are mining, education, shipping, arts, and psychology, with some coming from the English department but needing to hone and deepen their English. However, students from the English department are not always superior to non-English students. That is because the majority of English tutors aren't from the English department.

For faster mastery of speaking, students can also take the camp program. Mr Bob also provides camps for students who want to live in an English village and want to be more intensive in studying English. So they not only get class lessons but also get material at camp. Therefore, they will be able to speak English faster because the camp is an English area for students, and this is an additional class. Other additional classes are:

2. Mr. Bob Camp Program

The camp program is an English program that is conducted in Mr Bob's camp. Here the students stay for a while and they learn English together. In this program, it is more intensive to master speaking faster, because in the camp there are several rules that they have to work on to support their English skills. So that students will be more active and upgrade.

The camp is an English area where they have to speak English all the time. If someone violates it will be subject to punishment. Punishment is obtained when the error is more than 3 times. There are 5 levels of punishment. The first is point 1, point 1 member who violates will be asked to look for 25 vocabularies based on the theme given by the tutor, for example, the theme is agriculture, so the students will look for 25 vocabularies about agriculture. After that, they will gather at the tutor camp along with the pronunciation. Not only vocab but they will also be asked to make expressions using the vocabulary they have collected. So the punishment is related to their study so this punishment is very educational.

Point 2, and point 2 are the same as point 1, the difference is only the number of vocabulary you are looking for. At point 2, they were asked for 50 vocabularies. Furthermore, for point 3 they were asked to speak. Before the pandemic, they spoke in front of Mr Bob's office, then brought large writing with their faces covered in powder, and they spoke using a toa. Meanwhile, now, they are speaking in front of Mr Bob's class. They were executed between 3-4 pm after the last class. Here, the pre students are asked to have free speech for 3 minutes and witnessed by their friends and tutors who were there.

At point 4 they will be given a warning letter and asked to speak too, but what makes it different is the duration of the speech. In point 4 they have to speak for 5 minutes with the theme set by the camp tutor. Then at point 5, those who violate will be dropped from the camp. They were expelled for violating the rules they had agreed upon and which they had signed. The letter was made by the local institution and village where the students agreed to carry out all camp regulations and comply with existing regulations in the village, such as having to comply with health protocols, curfews, not causing riots etc. The camp program includes:

a. Morning club.

Starting from 5 am to 6 am, this class focuses on drilling vocab. Every day a different theme and drilling according to the theme. For example, today's theme is fruit, the drilling is also about fruit. Besides that, daily expressions are also given so that students can apply their daily activities. In the morning club, although most of it is on drilling vocab, practicing speaking is a must. So, they will practice speaking using the vocab that they have learned before. For example, with the theme of fruit, they will practice speaking around the theme of fruit, such as "what is your favourite fruit? Why do you like it? How many fruits do you usually eat every day? "

b. Afternoon class

In the afternoon class, students are still required to practice speaking because indeed all the goals in Mr Bob are speaking. But here, there will be more focus on speaking about activities, so the tutor will focus more on speaking activities, for example, talk shows, roleplaying, storytelling, movie guesses, debate, problem-solving, etc. In this afternoon class activity, Students will practice by being given 30 minutes for the trial, and 30 minutes for practicing, so the time needed for the afternoon class is 1 hour.

c. Evening class

Activities after sunset. Here the focus is on fun speaking, which aims to measure speaking skills such as grammar for speaking, coherence, cohesion, pronunciation, and confidence. And for their own assessment, they created a google drive for the tutor's handle. So, the tutor will know the progress of each student one by one. Because each member is not necessarily consistent with going up or down, the tutor is obliged to monitor them. When there are students, whose grades have decreased, the tutor will evaluate and find out why their grades have decreased. Usually,

the conclusion is by changing their offline class planning, if they decline in vocab, the tutor will suggest taking vocabularies classes in the next period.

d. Confidence Show (Extra)

This is an activity to display the skills of students, usually referred to as performing arts. This confidence show is held once a week at Mr Bob's camp hall. Mr Bob has several camps for boys/girls. Each camp consists of 10 people. And for the confidence show, each camp will present one performance such as role-play, storytelling, and singing competition. In the confidence show, there is also a jury who is their tutor camp, so that in this activity there will be a winner, then the winner will get a prize. The prizes here are intended to support the students to be more enthusiastic about learning English and be confident to speak up in front of many people.