CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the reseacher would like to review theories that related to teaching strategies as the topic of discussion, humanistic theory and character. Those theories are taken from several sources such as educational articles or references.

A. Teaching Strategies

In learning process, the teacher should has the teaching strategies. The teaching strategies have the purposes, one of the purposes is the students can learn effectively and efficiently so the learning process can be achieve success. Because of that, the teacher should understand about the teaching strategies.

The teaching strategy is the teacher's approach to using information, selecting resources, and defining the role of the students.[1] It includes specific practices used to accomplish a teaching objective. There are two kinds of strategies: the expository approach and the inquiry approach.

1. Expository Approach

Expository teaching strategy is basically direct instruction. Expository approach, the more traditional approach is one in which the teacher presents information to the student.[2] The sources of information most frequently used are the textbook and other reference materials,

---

[1] Vernon S. Gerlach, *Teaching and Media*, (New Jersey: Prentice-Hall, 1980), 14.
[2] Vernon S. Gerlach, *Teaching and Media*, (New Jersey: Prentice-Hall, 1980), 14.

audiovisual materials, and the personal experience of the teacher. A teacher usually stands before a class to present the information, and students are expected to process this information in the same manner as presented by the teacher.

However, expository teaching goes beyond just presenting students with the facts. It involves presenting clear and concise information in a purposeful way that allows students to easily make connections from one concept to the next. The structure of an expository teaching helps students to stay focused on the topic at hand. Sometimes, when students are discovering information on their own, they can get distracted and confused by unnecessary information and have difficulty determining what is important. This is why expository teaching is one of the most common teaching strategies.

Expository teaching is sometimes called deductive teaching because the teacher often begins with a definition of concepts or principles, illustrates them, and unfold their implications. The lack of expository teaching is that expository teaching has been identified with rote learning. Presumably, the students can only memorized the lectures by constant review and repetition. Indeed, it is possible to present a body of material so poorly that unless the students commit it to rote memory, they do not have way of remembering the material. However, expository teaching can present a rich body of highly related facts, concepts, and principles which the students can learn and transfer.

2. Inquiry Approach

Inquiry-based learning is a process where students are involved in their learning, formulate questions, investigate widely and then build new understandings, meanings and knowledge.[3] That knowledge is new to the students and may be used to answer a question, to develop a solution or to support a position or point of view. The knowledge is usually presented to others and may result in some sort of action.

When teachers choose to use an inquiry-based approach, they commit to provide rich experiences that stimulate students' thinking and curiosity, to plan carefully-constructed questioning sequences, to manage multiple student investigations at the same time, to continuously assess the progress of each student as they work toward their solution or final product, and to respond in the moment to students' emerging queries and discoveries.

Research suggests that using inquiry-based learning with students can help them become more creative, more positive and more independent. This is true for all students, including those with special needs who require more individual attention during the process.

The model for inquiry-based learning presented in this research is one that can be used in all programs of study and in all grades, since inquiry-based learning is embedded. Using an inquiry model helps students to internalize a process for inquiry that is transferable to everyday life situations. Thinking about inquiry as a puzzle can help students to relate

---

[3] Branch, Jennifer and Dianne Oberg, *Focus on Inquiry*, (Canada: Alberta Learning, 2004), 1.

inquiry-based learning to their lives outside school. Inquiry-based learning provides opportunities for students to:[4]

    a. Develop skills they will need all their lives

    b. Learn to cope with problems that may not have clear solutions

    c. Deal with changes and challenges to understandings

    d. Shape their search for solutions, now and in the future.

A systematic approach to the development of these skills is essential to prepare students for problem solving and lifelong learning. A systematic approach ensures that students have the opportunity to engage in inquiry, to learn an overall process and to understand that this general inquiry process can be transferred to other inquiry situations.

B. Characterization

Characterization is a representation of a character or characters on a stage or in writing, especially by imitating or describing actions, gestures, or speeches.[5] Characterization can involve developing variety aspects of a character such as age, educational level, social status, belief, ambitions, motivations, etc. These are types of characterization:

1. Flat and Round

Character in plays like character in novels and short stories, may be round or flat. Major characters are likely to be round, while minor characters

---

[4] Branch, Jennifer and Dianne Oberg, *Focus on Inquiry*, (Canada: Alberta Learning, 2004), 3.
[5] Reeve,Clara, *Literature: An Introduction to Fiction, Poetry, and Drama*, (New York: Harper Collins,inc, 1985)

are apt to be flat.[6] Major characters are mostly appear in the whole story and described more detail by the author. That is why the author tells all aspect of the life on major characters. As the definition by Kennedy round character presents us with more facts that is their author portray them in greater depth and in more generous detail.[7]

Moreover flat character is a character who has single personal quality, a single nature character.[8] Because of flat character has single personal quality, flat character is predictable, more familiar and sometimes stereotype.

2. Static or Dynamic

Static character is a character in a story that shows no change at all or shows a little change. Then the dynamic character is a character who change and significantly affected by events of the narrative.[9] Flat characters are usually static character because they do not change and have only one characteristic which dominant focused on. For example the figure of police or soldier who has single idea or characteristics such as strong, as hero, brave, etc. And if the characters seen from all the aspects and change throughout the story, described as dynamic.

---

[6] Standford A Judith, *Responding to Literary: Storiess, Poems, Plays, and Essay*, (New York: The McGraw-Hill Companies, 2003)

[7] Kennedy, X J, *Literature, An Introduction to Fiction, Poetry and Drama, Fifth Edition*, (Harper Collins, 1991), 48.

[8] Nurgiantoro, Burhan, *Teori Pengkajian Fiksi*, (Yogyakarta: Gajah Mada University Press, 2002), 181.

[9] Nurgiantoro, Burhan, *Teori Pengkajian Fiksi*, (Yogyakarta: Gajah Mada University Press, 2002), 188.