

## **CHAPTER II**

### **TEACHERS' STRATEGIES TO TEACH ENGLISH IN FILIAL SCHOOL**

This chapter presents the theoretical framework of the related literature that is relevant to the topic which is about the definition of teaching English, teaching strategy, types of teaching strategy, the component of teaching strategy, and previous relevant studies.

#### **A. Teaching English**

English as an international language has influenced in communication aspect and became a crucial language to communicate since English became an international language since the 18th century. English is an international language that has been used by almost the entire world population and is a means of communicating globally. It is supported by Cristal (Fitriana, 2012) which mentioned that English is a Global language. By learning English, a person will open their horizons and knowledge internationally. That's why learning english is unavoidable necessity.

Teaching is an activity when someone who knows then transfers it to a person who does not have it. According to Ayua (2017), all processes and activities aimed to convey knowledge, skills, and understanding at all stages of education are referred to as teaching. To put it plainly, it encourages people to learn. Brown (Mishanila, 2019) stated that teaching is “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.” Also, Gage (Freeman, 2019) believes that “Teaching is a form of interpersonal influence aimed at changing the behavior potential of another person”. Meanwhile teaching English refers to the teaching activity where the teacher teaches English which is not a primary language.

From the statements above, it can be concluded that teaching English is not just conveying material. It is more than just telling the material to make the students know English as a foreign language. It is because teaching English has

developed in line with the community's need for the importance of language skills in the era of globalization. Teaching English is an activity of teachers that know English to transfer or impart their knowledge or experience or communicate to students who still have little bit nearly do not know English before and learn English covered four language skills that are writing, speaking, listening, and reading as the second language.

## **B. Teaching Strategy**

The term "strategic" comes from the field of military science. The science or art of organizing and directing big military actions and operations, according to the Encyclopedia, is known as strategy. It refers to a series of actions taken to achieve a specific goal as Brown (2001, p.210) mentioned that strategies are specific approaches to a problem or task to attain specific goals. An entire approach to the implementation of a concept, planning, and execution of an action within a specific time frame is known as strategy. As (Zainiyati, 2010) mention strategy as a plan, method, or series of activities designed to achieves a particular education goal. Moreover, Richard & Willy (Munawwarah, 2021) mentioned a strategy is the procedure used in learning which serves as a way to reach a goal conscious or unconscious processes that language learners make use of in learning and using a language.

Teaching strategy is utilized by the teachers to present the learning materials in ways to keep student involved in learning activity. The term "instructional strategies" refers to the application of strategy in teaching-learning contexts. It refers to the establishment of a policy before the presentation of the content, to achieve the educational objectives. It is a type of goal-oriented planning. Strategy is the ability to set out a complete operating system that allows you to achieve your goals quickly. As the situation changes, so does the strategy.

### **C. Types of Teaching Strategies**

There some kinds of teaching strategies can be applied in the language teaching process According to Darmansyah (2017 as follows:

#### **1. Lecturing Strategy**

Lecturing is a way of delivering teaching materials with oral communication According to Syah in Darmansyah (2017), lecturing is a teaching method by conveying information and knowledge orally to several students who generally follow passively. The lecturing can be said to be the single most economical method for conveying information and the most effective in overcoming the scarcity of literature or references that are following the range of students' purchasing power and understanding.

#### **2. Question-and-Answer Strategy**

The question-and-answer strategy obtains material decision answers through the teacher's or student's verbal answers. In the question-and-answer method, teachers and students are equally active. Students are required to be active so that they are not dependent on the activeness of the teacher. Students' curiosity must be nurtured so that they become creative human beings. For this reason, the teacher must master the skills of asking questions and have high enthusiasm in creating a conducive situation for implementing educational questions and answers.

#### **3. Demonstration Strategy**

According to Sanjaya in Darmansyah (2017), demonstration is a way of presenting the lesson by demonstrating to students about a particular process, situation, or object that is being studied both in actual form and in an imitation form that is demonstrated by the teacher or other learning resources that are experts on the topic of discussion that must be demonstrated. Demonstration usually relate to actions or procedures that are carried out, for example, the process of doing something, the process of using something, comparing one method with another, or knowing/seeing the truth of something.

#### 4. Simulation Strategy

Abhimanyu and Purwanto in Darmansyah (2017), stated that learning methods were used to imitate actual situations into artificial situations, for example, a teacher simulated how to jump high with a stage style. Thus, simulation is a learning effort to gain an understanding of the nature of a concept or principle, or a certain skill through a process of activity or training in an artificial situation. Through this simulation, students will be able to deal with realities that may occur more effectively and efficiently.

### **D. Components of Teaching Strategy**

There some components in teaching strategy, according to Ballagot (2021), the component teaching strategy is consisting of teacher, students, and environment.

#### 1. Student

Students are people who are registered in an educational institution to obtain formal educational knowledge. Sarwono (2007), “in the field of education, mentioned that student is anyone who is formally registered to attend classes.”

#### 2. The Professional Teacher

According to Code of Ethics of Professional Teacher, the professional teacher is the “licensed professionals who possessese dignity and reputation with high moral values as well as technical and professional competence in the practice of their noble profession, and they strictly adhere to, observe, and practice this set of ethical and moral principles, standards, and values.”

#### 3. Learning Environment

The learning environment is the place where teaching and learning can take place in the most effective and productive manner. It consist of the classroom and all the instructional features and the non-threatening classroom climate needed in planning and implementing all teaching and learning activities Ballagot, (2021)

#### 4. Teaching Strategies

Teaching strategies are a way for a teacher to trigger students to be more active and participate in the classroom learning so that the planned strategy can be successful. As Lawton (Sarode, 2018) a teaching strategy is a broad plan for a lesson or series of lessons that includes a structure for wanted learner behavior in terms of instruction goals and an outline of planned techniques to carry out the strategy.

#### **E. Previous Relevant Studies**

Some researchers had conducted the researches about teaching strategies. According to Creswell (2012) relevant study is required to observe some previous research conducted by other researchers which they are relevant to the research itself. The researcher needs to find out and analyze the point that was focused on, design, finding, and the conclusions of the previous researchers, that of:

- a. The first previous study on teaching strategies was conducted by Fajriah (2017) and entitled “Improving Teaching Strategies through Students’ Reflections”. Based on the findings it is concluded that the teachers’ strategies are important to increase the progress of teaching and to understand the student’s point of view while teaching then make an improvement for themselves so that the teacher also should commit to improving teaching strategies. Also, teachers need to be more enjoyable, and not too serious while teaching by giving some joke and being a little bit humorous to make the atmosphere of the class not boring.
- b. Second, Irikawati (2017) conducted a research entitled “Identifying Teachers’ Strategies in Teaching Writing”. The research is focused on the strategies that the teachers implemented while teaching in the class. Five teaching strategies are used in the classroom as the strategy by using image media which is focused on helping to explore the students’ views and express the image in a post through media images in learning media. The second is the strategy of Using the Environment as a Learning Resource.

This strategy is focused on describing an object in a descriptive writing style that explains an object, a character, or other learning activities. The teacher uses the source of the learning environment to enrich their insight and knowledge and is also accurate because if only learning in the classroom does not help so much due to the limited of the room and by using this strategy, the students are more involved in teaching and learning activity. The next strategy is the roundtable strategy. In this strategy, the researcher found that students explored as well as expressed opinions, views as well as thoughts. Also, the use of this strategy is helping the teachers when teaching students how to write a tale, it affects their self-confidence by making the writing process easier and building team spirit.

- c. The other study was conducted by Holguin & Morales (2016) entitled “English Language Teaching in Rural Areas: A New Challenge for English Language Teachers in Colombia”. Based on the findings of the research, it can be concluded that in rural areas, there are many challenges that the teachers would face while teaching such as isolation, cultural adaptation, and misconceptions rural families have about education, motivation, and infrastructure. In this case, the teachers are demanded to be able to adapt to the condition of the school and able to bring the limited source of learning stuff into the line.
- d. The next study was conducted by Mustika & Wardah (2021) entitled “An Analysis of Teacher’s Strategies in Teaching English”. The research involved the English teacher at SMAN 1 Segedong.” From the research, the researcher found out that the teacher had five strategies in teaching English. The strategies are learning media, using games and providing reinforcement in the end teaching and learning process. The teacher also had tried to use another teaching strategy but still the demonstrations and discussions have been deemed appropriate to be applied. The strategies applied do not get away from several influential elements, from the students such as background of the students’ major, and the students’ condition in following the learning process. Meanwhile, the teachers also have the factor such as

the ability of the teachers to use the technology in supporting the teaching strategies. The facility also became one of the factors due to the limitation of the learning tools.

- e. Last, Sari (2022) conducted a research entitled “Teachers’ Techniques in Teaching English at Junior High School” which involved the English Teachers. From the findings gained, the teachers used some techniques such as question and answer techniques, repetition drill techniques, memorization techniques, small group discussion techniques, and transformation drill. The aims of use these techniques to improve students' English pronunciation, improve students' memory or English vocabulary, introduce students to using English, increase students' knowledge of teaching materials, and train students to think about problem solving. The seventh grade English teacher chooses this technique depending on the students' English proficiency.