CHAPTER II
LITERATURE REVIEW

2. 1 Language Teaching Strategy

Teachers use strategies to help them teach their students. It encompasses the typical patterns and sequences of actions undertaken by both educators and students during the execution of teaching and learning tasks (Suharti et al., 2006). According to Jha (2019), teaching strategies is a generalized lesson plan that can includes approaches, methods, techniques that teachers to help them in the teaching process. In other word, teaching strategy is a plan, method, or series of activities that are designed to achieve certain educational goal.

Teaching strategies used to help students learn the desired course contents and to develop their skills. Not only that, teaching strategies are also used to create a good learning environment to promote an optimal learning process (Nuryasana & Desiningrum, 2020) and to get positive emotional responses out of the students (Horan et al., 2012; Mottet & Beebe, 2002; Ngadiso et al., 2021).

2. 1. 1 Language Teaching Method

Teaching method refers to theories, pedagogies, and general classroom management used in the teaching process and is based on teacher beliefs, classroom demographic, and lastly the material itself (Jha, 2019). Teachers use combinations of techniques and theories in the classroom to help them teach their students (Asher and James, 1982, as cited in Jha, 2019). There are a lot of language teaching methods teachers use to help them teach their students. Here are some examples, according to Jha (2019).

2. 1. 1. 1 Grammar Translation Method

GTM is built on deductive learning, which provides learners with specific grammatical rules before providing instances to reinforce the rules (Larsen, 2000, as cited in Jha, 2019). In this method, students often memorise vocabulary lists and grammatical structures, then practice translating sentences from their native

language into English and vice versa. This method requires teachers to use L1, or mother tongue, instead of L2, to teach students. This intentional use of L1 can help students understand the material being taught and learn to translate a language in their minds. Grammar Translation Method is useful for certain learners, particularly those aiming to understand complex grammatical structures and literary texts.

According to Amaniarsih and Nafisah (2023), GTM includes activity such as translating literary works, an activity where students have to translate some passages inside a literature work. Grammar drilling, an activity where teacher repeat the same grammatical rules. Writing exercises, where students told to write sentences or short paragraphs using the grammatical rules and vocabularies that had been taught by their teacher. "Filling the blanks" which is an activity where students complete a sentence by filling the gap with words that are appropriate with the sentence. And, reading comprehension, which involves answering questions after reading a text, paragraph, or sentence.

There are many benefit that can be found in GTM for example, GTM can be a viable option to teach grammar and vocabulary because it involves translation so students can easily pick up on them, and can make it easier for teachers and students to understand each other or provide better communication, and can teach students to appreciate literature works (Amaniarsih & Nafisah, 2023). There are still flaw to this method however because GTM is not a good method to teach students speaking and listening skills, can make students feel displeasure and inattentive, limiting students to the context of the target language (Gupta, 2024; Khamkaew, 2022).

2. 1. 1. 2 Direct Method

Direct Method, also known as the Natural Method or the Oral Method, is an approach to language teaching that emphasises the direct interaction between the learner and the target language (Jha, 2019). The direct method requires teachers to give direct exposure to L2 by agreeing to take part in an equal role where students and teachers use L2 in any classroom activities without any translation. This method prioritises oral communication and focuses on teaching language in context, through activities such as conversation, role-plays, and real-life situations (Mahmud

et al., 2021). Grammar is taught implicitly, through exposure to meaningful language use, rather than through explicit rules and explanations. The Direct Method aims to create an environment that mirrors natural language acquisition, where students learn to communicate effectively through listening, speaking, reading, and writing in the target language.

2. 1. 1. 3 Community Language Learning

CLL is founded on a rounded methodology that views the student as a "whole person." In CLL, the teacher takes on the role of a facilitator or counsellor, guiding students through the language learning process in a non-threatening and empathetic manner (Jha, 2019). The focus is on building trust and affinity between students and teachers, as well as among the students themselves. Language learning occurs through meaningful interactions and dialogues, often initiated by the students themselves based on their interests and needs (Adem & Berkessa, 2022). Learners are encouraged to express themselves freely and to take risks in using the target language without fear of making mistakes. The teacher provides support and platform as needed, offering feedback and guidance to help learners develop their language skills. CLL also incorporates elements of translation and code-switching, allowing students to draw on their native language as a resource for learning. Overall, CLL promotes a holistic approach to language acquisition, fostering not only linguistic competence but also personal growth and intercultural understanding within a supportive community of learners.

2. 1. 1. 4 Silent Way

The Silent Way is an innovative language teaching method developed by Caleb Gattegno in the 1960s that emphasises students' cognitive abilities. In this approach, the teacher remains largely silent, serving as a facilitator who provides minimal verbal input to guide students' learning. Instead of relying on teachers to present teaching material and lead the classroom, the Silent Way encourages students to actively engage with the language and discover its underlying patterns and structures through hands-on activities and exploration (Jha, 2019).

Essential to the Silent Way is the use of coloured rods, charts, and other physical materials as visual aids to represent language elements such as sounds, vocabulary, and grammatical structures (Jha, 2019). These materials serve as cues for students to manipulate and enable them to develop their understanding of the language and its rules. The method also emphasises pronunciation and phonetics, with students encouraged to listen carefully and produce accurate sounds independently. By fostering a learner-centred and experiential learning environment, the Silent Way aims to promote deep understanding and long-term retention of the language, empowering students to become independent and confident language learners.

2. 1. 1. 5 Suggestopedia

Suggestopedia is a teaching method developed by the Bulgarian psychologist Georgi Lozanov in the 1970s, which aims to facilitate language learning by utilising student suggestions and creating a positive and relaxed learning environment (Setiyadi, 2020). Suggestopedia is the belief that learners' ability to acquire a new language can be enhanced by optimising their mental state and reducing their anxiety. In this method, teachers are required to create a comfortable and harmonious atmosphere.

The method involves the use of carefully crafted texts, dialogues, and songs, known as "concert readings," which are presented in a lively and engaging manner. Learners are encouraged to relax and absorb the language passively, without feeling pressured to memorise or analyse grammar rules (Jha, 2019; Setiyadi, 2020). Additionally, learners are exposed to the target language in both its spoken and written forms, with an emphasis on meaningful communication rather than rote learning. Role-playing and games are also used to encourage active participation and reinforce language acquisition. Overall, Suggestopedia aims to harness the power of suggestion and create a positive learning environment that maximises learners' potential for language acquisition.

2. 1. 1. 6 Total Physical Response

Total Physical Response (TPR) is a language teaching method developed by James Asher in the 1960s, which utilises physical movement to facilitate language learning (Setiyadi, 2020). The key principle of TPR is that language acquisition is enhanced when learners engage in physical actions that correspond to the meaning of words and phrases (Jha, 2019; Setiyadi, 2020). In TPR classrooms, teachers give commands or instructions in the target language, and students respond by carrying out the actions associated with those commands. For example, a teacher might say "Stand up" and students would physically stand up, or "Touch your nose" and students would touch their noses.

This approach is particularly effective for teaching vocabulary and basic sentence structures, as it helps learners internalise language memorably and interactively. TPR also emphasises comprehension rather than production in the early stages of language learning, allowing students to develop a strong foundation in listening and understanding before focusing on speaking skills. By incorporating physical movement and kinesthetic learning, TPR appeals to a variety of learning styles and encourages active participation in the language learning process.

2. 1. 1. 7 Communicative Language Teaching

Communicative Language Teaching (CLT) is an approach to language teaching that prioritises the development of communicative competence in learners (Jha, 2019). CLT focuses on meaningful communication and interaction in L2. In this method, language is seen as a tool for expressing meaning and achieving communicative goals, rather than simply as a set of grammar rules and vocabulary to be memorised. Teachers create authentic and engaging tasks that require students to use the language in realistic contexts, such as role-plays, information gap activities, and problem-solving tasks. Learners are encouraged to take an active role in their learning, with the teacher acting as a facilitator who provides guidance and support.

Error correction is seen as a natural part of the learning process, and students are encouraged to learn from their mistakes through feedback and reflection (Setiyadi, 2020). CLT also emphasises the importance of cultural understanding

and awareness, as communication often involves understanding cultural norms and conventions. Overall, CLT aims to develop learners' ability to use the language effectively and appropriately in a variety of real-life situations, fostering both linguistic proficiency and communicative confidence.

2. 1. 1. 8 Audio Visual Method

AVM is a language teaching method that utilises a combination of auditory and visual aids to facilitate language learning (Jha, 2019). Developed in the mid-20th century, this method capitalises on the use of audio recordings, visual materials such as pictures, videos, and multimedia presentations, as well as gestures and facial expressions to convey meaning and aid comprehension. In audio-visual classrooms, students engage with a variety of audio recordings, including dialogues, songs, and authentic speech samples, to improve their listening skills and develop an ear for the target language. Visual materials are used to provide context, reinforce vocabulary, and illustrate grammatical structures, making abstract concepts more concrete and memorable for learners.

AVM also encourages active participation through interactive activities which allow students to practise speaking and communication skills dynamically and engagingly (Jha, 2019). By incorporating both auditory and visual stimuli, this method caters to different learning styles and preferences, enhancing learners' comprehension and retention of the language.

2. 1. 1. 9 Cooperative Learning

Cooperative learning is a teaching strategy where teachers place their students in small groups to do learning activities and receive rewards based on their group performances (Slavin, 1980). This method encourages active participation, collaboration, and peer interaction, fostering a supportive and inclusive learning environment. In cooperative language learning classrooms, students engage in a variety of collaborative activities such as group discussions, pair work, role-plays, and language games. By working together, students have the opportunity to practise and reinforce language skills, share ideas, and solve problems collectively.

Cooperative learning also promotes language acquisition through meaningful interaction and negotiation of meaning, as students communicate with each other in the target language to complete tasks and projects. Additionally, cooperative learning helps to develop essential communication and social skills, such as active listening, turn-taking, and giving constructive feedback, which are valuable in both language learning and real-life contexts. Overall, cooperative learning in language teaching promotes student engagement, autonomy, and academic achievement while fostering a sense of community and collaboration among learners.

2. 1. 1. 10 Presentation-Practice-Production

PPP is a teaching method that relies heavily on the teacher being a material presenter (Jha, 2019). When employing this method, teachers must introduce new language items through a presentation stage, where the teacher presents the target language in context and provides examples to illustrate its meaning and use. After the presentation stage, students engage in a practice phase, where they have the opportunity to manipulate and internalise the language through controlled activities. These activities typically involve structured practice exercises, drills, or language games that focus on specific language skills or grammar points. Finally, in the production stage, students are encouraged to use the target language in meaningful and communicative contexts. This stage emphasises fluency and creativity, as students apply the language they have learned to express their ideas, opinions, and experiences. Overall, PPP is a method that provides a structured framework for language instruction that balances the presentation of new language items with opportunities for guided practice and meaningful language production.

2. 1. 1. 11 Problem-based Learning

Problem-based learning encourages students to solve a specific problem or challenge that is focused on addressing a specific problem or scenario. Problems are carefully crafted to stimulate inquiry and require students to apply their knowledge, skills, and collaboration to find solutions (Wood, 2003). The assignments are usually questions with open-ended answers that students should

solve to score some points or to be assessed by their teacher (Chen et al., 2021; Wijaya, 2022). This strategy is used to improve students' critical thinking skills and also any language skills that are required to solve the problem at hand (Jha, 2019; Lee, 2022; Wijaya, 2022).

In order to use this method of language teaching, first, teacher need to introduce an example of real-life problem to the students. This can be done by presenting the example that can be found on the book that the students have, explaining it through stories and experience, or present it through PowerPoint, video, and many more. After that, students can analyse the problem by making hypothesis and choosing appropriate solution to solve the problem on their own and then, they can finally answer the open-ended question that were given by their teacher. It is important to note that throughout all of this process teacher must act as only a facilitator who present the material and give intervention if needed (Chen et al., 2021; Jha, 2019; Wood, 2003).

Problem-based learning have advantages such as making the material much more relatable because its connected to real-life problems, encourages students to think critically and to be more independent, and can improve their problem-solving skills (Jha, 2019; Lee, 2022; Wijaya, 2022). There are also some disadvantages to this method, such as require a lot of time and proper resources in order to present the material or to assess the students result, teacher need to be a good facilitator who can guide and support the teacher by providing intervention if needed or asked by students, and finally the material can easily confuse the students if their critical thinking skill aren't high enough (Chen et al., 2021; Guido, 2016).

2. 1. 1. 12 Project-based Learning

Similar to problem-based learning, project-based learning encourages students to solve a specific problem or scenario based on real-life. The difference is, this method requires students to create products or do projects together with other students to imitate how a real person could solve the problems at hand, to encourage creativity, and teamwork (Ngadiso et al., 2021; Silvani et al., 2023; Sirisrimangkorn, 2021; Turcotte et al., 2022). This method also provides an

opportunity for each student to solve the problem together as a group which can also provide an opportunity to show dominance by taking the lead in the discussion process.

Same process as problem-based learning, this method require teacher to act as a facilitator and present the material. However, before they can progress further teacher need to split to the students into groups so they can brainstorm together and brainstorm and work together as a team. And instead of answering open-ended questions on their own, they need to do a project in order to present and share their work to the teacher and their friends. This project can be an open-ended question that they need to answer together, an assignment to create a product to solve problem in the community, an assignment to reenact the problem that exist on literature or daily lives, and many more.

Project-based learning can improve not only critical thinking and problem-solving skills but also communicative and collaboration skills (Silvani et al., 2023; Turcotte et al., 2022). Other than that, project-based learning can also encourage students to be creative and innovative (Laurienti, 2024). This method however faces the same difficulty as problem-based learning in which the teacher needs to be a good facilitator in order for this method, if not, the students can be confused and halting them to improve their critical thinking skills. The group dynamic can also be the key to this method because if a group don't have one or two person that is dominant, they might not do the project properly or even worse if they don't want to work with each other (Naviri et al., 2021).

According to Jha (2019), both problem-based and project-based learning can be categorized as Task-based approach (TBA). TBA is a teaching method in which students engage in tasks that mirror real-world activities, such as solving problems, making decisions, or completing projects, which require the use of language for meaningful communication.

2. 1. 1. 13 Multiple Intelligences

Multiple Intelligence (MI) theory, developed by Howard Gardner in 1983, suggests that individuals possess different types of intelligence, rather than a single,

general intelligence (Ferrero et al., 2021; Jha, 2019). These intelligences include linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic intelligences. In language teaching, understanding and incorporating multiple intelligences can enhance instruction and cater to the diverse learning needs and preferences of students. By recognizing and incorporating multiple intelligences into language teaching, educators can create a more inclusive and effective learning environment that caters to the diverse strengths and preferences of learners. This approach can lead to increased engagement, motivation, and success in language acquisition.

2. 1. 1. 14 Principled Eclecticism

Principled Eclecticism in language teaching refers to an approach that combines elements from various language teaching methodologies, theories, and techniques in a systematic and principled manner, to meet the diverse needs of learners and achieve specific learning goals (Jha, 2019). Unlike strict adherence to a single method or approach, principled eclecticism emphasises flexibility, adaptability, and a learner-centred approach to language teaching. Principled Eclecticism encourages teachers to critically evaluate different teaching approaches, taking into account their strengths, limitations, and compatibility with the learning context and learner preferences. Teachers may combine elements from communicative approaches, task-based learning, cooperative learning, and other methodologies, tailoring their approach to suit the unique needs and goals of their students. Overall, Principled Eclecticism in language teaching promotes a dynamic and adaptive approach to pedagogy, allowing teachers to draw upon a rich repertoire of methods and techniques to create engaging, effective, and learner-centred language learning experiences. By combining elements from different approaches in a principled manner, teachers can maximise learning outcomes and address the diverse needs and preferences of their students.

2. 1. 2 Language Teaching Approach

According to Jha (2019), approaches are the underlying hypotheses, principles,

philosophies, or theories on how students learn a language. Approaches are language experts' views on the nature of language acquisition, which in turn serve as the basis for the development of an ELT method and various classroom teaching strategies. Here are the three language approaches, according to Jha (2019).

2. 1. 2. 1 Monitor Hypothesis

According to Krashen (1985, as cited in Broad, 2020; Jha, 2019) Monitor Hypothesis is composed of five key ideas about second language acquisition. First is the acquisition-learning hypothesis, which holds that acquisition is a subconscious process of learning a language, similar to children learning their first language, and the second process is learning, which is a conscious process.

Second is the Monitor Hypothesis, which explains the connection between acquisition and learning as well as how the latter affects the former. In this hypothesis, the learner acts as a monitor or editor, correcting themselves for any grammatical errors they make.

Third is the Natural Order hypothesis, which is based on research findings suggesting that the acquisition of grammatical structures follows a predicted 'natural order'. Stated differently, the theory posits that L1 and L2 language acquisition proceed in an identical, predictable sequence.

Fourth is the Input Approach, which only concerns language acquisition after students improve and progress beyond the "natural order." This means students subconsciously acquire a second language through daily usage or media consumption.

Fifth is the Affective Filter hypothesis, which believes that the language acquisition process can significantly improve if the students feel motivated and confident. According to Krashen, students who possess strong motivation, self-assurance, a positive self-image, and minimal anxiety are more likely to succeed in learning a second language. A "mental block" that keeps understandable input from being used for acquisition can be formed when low motivation, low self-esteem, and crippling fear come together to "raise" the affective filter.

2. 1. 2. 2 The Critical Period Hypothesis

According to this theory, there comes a time in a person's life when learning a language is essential; otherwise, language acquisition becomes not just challenging but even unfeasible (Abello-Contesse, 2009; Jha, 2019). This theory is based on the idea that puberty marks the entire development of the brain. Additionally, acquiring a language will be very challenging for someone who does not learn it by puberty. Put differently, learning L2 before or after the brain fully develops is possible. Just as there is a crucial time for learning a language, there is also one for learning a second language.

This belief is supported by a compelling body of evidence. When Genie was discovered living in conditions of severe neglect and isolation, she was 13 and a half years old. By this time, she had very little engagement and a small vocabulary, but she was never able to understand English in its entirety. Some contend, however, that since she might have a low IQ overall, this evidence does not prove the critical period concept. Therefore, rather than language learning, her incapacity to acquire L1 may be due to her cognitive abilities.

2. 1. 2. 3 The Universal Grammar Hypothesis

According to the UG hypothesis, all languages are governed by a set of principles that are hardwired into the human brain from birth (Bavali & Sadighi, 2008; Jha, 2019). Although the principles themselves are universal, several criteria must be defined to allow for variance. As an illustration, every language is structured according to the "structure-dependency" principle, which states that each component has its internal structure in addition to being a part of a higher-level structure (down to the individual linguistic expression).

2. 1. 3 Language Teaching Technique

Language Teaching Techniques are the third level, where all of the language contents that are specified in a method are explained and presented through the use of specific activities, as was previously indicated under ELT methods. LTT is more concrete and can be implemented (Jha, 2019). For example, when discussing

different error repair methods using the so-called silent way, teachers do not give praise or criticism to language learners because this helps them become more self-reliant. Similar to this, in the Audio-Lingual Method, teachers frequently commend students on learning successes; in the Total Physical Response method, on the other hand, teachers repeat the correct statement when a student makes an incorrect one. When using the natural method, a student's mistake is not taken personally by the teacher as long as it does not obstruct conversation. Here are some examples of language teaching techniques, according to Jha (2019).

2. 1. 3. 1 Drilling

Drilling is a language teaching technique that involves repeated practice of language items such as vocabulary, phrases, grammatical structures, or pronunciation patterns (Jha, 2019; Khalil et al., 2020). It is used to reinforce learning, improve accuracy, and develop fluency in the target language. There are several types of drills commonly used in language teaching. Here are some examples. The first is a repetition drill, which requires the teacher to model a language item and have students repeat it after the teacher. This helps students become familiar with the pronunciation and structure of the language item. The second is the substitution drill, which requires students to practise substituting different elements of a language item while maintaining the overall structure. For example, the teacher might say, "I like _____," and students fill in the blank with different objects or activities. Third is the transformation drill, in which students practise transforming language items from one form to another. For example, the teacher might say a sentence in the present tense, and students rewrite it in the past tense. Fourth is the question-answer drill, in which the teacher asks questions and students respond with appropriate answers. This helps students practise forming questions and answers in the target language. And lastly, a chain drill in which students practise a series of connected language items, with each student adding a new element to the chain. For example, the teacher might start with a sentence, and each student adds a new sentence to continue the story.

2. 1. 3. 2 Group Work

Group work is an activity where students work together in a small group to do their tasks without direct and immediate teacher supervision (Alfares, 2017). There are four forms of group work. The first is pair work, where students work in pairs to complete language tasks such as practising dialogues, discussing topics, or completing exercises together. Pair work encourages active participation and allows students to receive immediate feedback from their partner. The second is small group discussion, where students work in small groups to discuss and exchange ideas on a given topic or language task. Small-group discussions promote meaningful communication and provide opportunities for students to share their perspectives and learn from each other. The third is a collaborative project where students collaborate in small groups to complete a project or task that requires them to use language skills in real-life contexts. Collaborative projects could include presentations, role-plays, debates, or multimedia projects, encouraging creativity and critical thinking. The fourth is task-based learning, where students work in small groups to complete language tasks or activities that focus on achieving a specific communicative goal. Task-based learning activities often involve problem-solving, decision-making, and the negotiation of meaning among group members.

2. 1. 3. 3 Incorporating Literature

Integrating literature into the EFL (English as a Foreign Language) classroom serves as a gateway to linguistic and cultural enrichment. By incorporating literary texts, students not only enhance their language skills but also develop a deeper understanding of the nuances of English literature and culture. Literature offers a platform for students to explore diverse perspectives, themes, and narratives, fostering critical thinking and empathy. Moreover, engaging with literary works fosters creativity and imagination, encouraging students to express themselves fluently and eloquently in English.

According to Baharuddin et al. (2022), there are many benefits that students can gain from literature; for example, literature can teach moral values to students, increase students' critical thinking ability, and also enrich students' vocabulary. To

incorporate literature, students can roleplay a particular story or literature work (Baharuddin et al., 2022; Susanti et al., 2022). Through roleplay, students can memorise all the new words and also increase their vocabulary. Students can also do activities such as extensive reading. Through activities such as extensive reading, students are required to concentrate and focus on the literary text that they are reading. Teachers can also integrate technology to make searching for literature much easier (Baharuddin et al., 2022).

2. 1. 3. 4 Technology Integration

After the pandemic, there has been a surge in using technology as a way to help teachers present their material (Hakim, 2020). For example, teachers can present their material to their students by making a podcast or a vodcast about said material (Hakim, 2020). share the material through an instant message app such as WhatsApp (Asmara, 2020) or by remote teaching via a video conference app such as Cisco WebEx Meeting, Zoom, or Google Meeting (Amin & Sundari, 2020).

Teachers can also integrate technology while in a non-remote classroom environment by using PowerPoint as a tool for presenting material (Aziz & Dewi, 2020), using gamified educational tools such as Quizizz and Kahoot to create a more competitive setting inside the classroom (Neureiter et al., 2020; Yunus & Hua, 2021), and directly assessing students in real-time (Neureiter et al., 2020), and using the learning management system provided by Google Classroom to gather and manage students' cognitive results from their tests or homework (Amin & Sundari, 2020). Teachers can also use a booklet, which is a brochure filled with learning material and consists of less than 20 pages (Swiderska, 2024).

While those various technology can be seen as a tool to help teacher in the learning process, they can also can be a hindrance if the teachers have limited knowledge the technology and have learn it in order to use it properly (Sahelatua, 2018). And if the teachers use technology in the learning process too frequently, they might become dependent on it and they might be difficult even to teach their students without the help of technology (Sugiarso, 2024).

2. 2 Emotional Response Theory

As stated by Mottet and Beebe, (2002), teacher communication stimulates student emotional responses that can result in emotions such as pleasure, arousal, dominance, or emotions such as displeasure, inattentive, and unassertive. The emotions of students can also impact teacher emotions, in which teachers react positively when their students feel pleasure, arousal, and dominance (Frenzel et al., 2021).

As stated by Mottet and Beebe, (2002) There are three main categories of emotional responses between student and teacher. The first is pleasure, arousal, and lastly, dominance. Here are the indicators for the three main categories according to Horan et al. (2012) and Mottet and Beebe (2002):

Pleasure

1. Students are active in the learning process.
2. Smiling, nodding, and other positive body language that indicate students' enjoyment of the learning process.
3. Students are showing an interest in or curiosity for the subject by asking and gathering information.
4. Students appear to listen when the teacher talks.
5. Students interact with other students by taking part in group activities or discussions.
6. Feel excited when the material becomes harder.
7. Feel expressive if they find a solution.
8. Praise him/herself and other students for their effort.
9. Feel gratitude and a sense of accomplishment.

Arousal

1. Students can appear more alert or attentive.
2. Students can suddenly talk or move more quickly because of the sudden surge of energy.
3. Students are willing to participate in group discussions and be more active in front of the class, expressing different opinions from their peers without feeling ashamed.

4. Heightened emotional responses or are more reactive when they answer a question correctly, and vice versa.

5. Students can unconsciously switch positions or move to the front so they can be close to the teacher.

6. More eager to participate or volunteer in the learning process.

Dominance

1. Taking charge of group discussions, projects, or activities without hesitation.

2. Speaking more assertively and dominantly.

3. More inclined to interrupt their peers or even teachers to express their opinion on the material.

4. Displaying confident body language, such as maintaining eye contact with others, becomes more extensive when listening to the teacher as time goes on.

5. Become more competitive with other students or groups.

6. Feel confident in his or her answer and can't be easily swayed by the majority's answer.

7. Students may seek more attention or validation from their teacher or peer by showing their knowledge or achievement.

While students who have a positive emotional response have a positive reaction to teacher material and are likely to excel more inside the classroom, it's different when students have the exact opposite reaction. Here are some examples, according to (Murphy et al., 2018; Woolf et al., 2009)

Displeasure

1. Engaged in non-educational sedentary behaviour in class (playing with the phone, sleeping, thinking out loud, etc).

2. Rarely participate in classroom activities.

3. Lack of response or engagement in their interaction with the teacher.

4. Passive body language (slouching, crossing their arms, appearing to be asleep, and not seeing the teacher while he or she explains the material).

5. Showing no progress or improvement in their cognitive results.

Inattentive

1. Putting in minimal or no effort in their assignment.

2. Expressing boredom, frustration, or disinterest during learning activities.

3. Showing a lack of desire to improve their English.

4. Apathetic in the classroom.

5. Easily distracted by their peers.

6. Doesn't show up to class.

7. Resist feedback from teachers and their peers.

Unassertive

1. Feels unconfident with his English skills.

2. Struggle to express their ideas and thoughts clearly.

3. Feel hesitant to speak up, like to be quiet.

4. Seek approval from the teacher and other students.

5. Afraid to make mistakes.

2. 3 Study of Relevant Research

Other researchers also pointed out the benefits of different teaching strategies. Researchers suggest that the use of a teaching strategy can improve students' achievement (Zakiah, 2019) and reading skills (Gustanti & Ayu, 2021), can make students feel more confident and more able to absorb lesson material (Kiswardhani & Ayu, 2021), and can increase students' engagement and reduce their anxiety (Balkaya, 2023; Richards, 2022).

Emotional Response Theory can provide explanations for human behaviour in the classroom context. Mottet and Beebe, (2002) can provide a conclusion from their research that students who feel happy, joyful, and comfortable because of teachers' nonverbal immediacy have a greater cognitive and affective effect. Other researchers, such as Horan et al. (2012), stated that emotional response theory can be a great indicator to predict students' cognitive learning and motivation.

Other, more recent research on this subject was done by Baker et al. (2019), in which they try to use emotional response theory to examine dramatic teaching behaviours (humour, self-disclosure, narrative) and student approach-avoidance behaviours. The researcher found that emotional response theory gave theoretical insight into the results, which indicate that students' oral in-class participation, OCC, and application of the involvement citizenship activity were all directly impacted by the dramatic instructor behaviours, as opposed to indirectly.