

CHAPTER 2

LITERATURE REVIEW

This chapter reviews relevant literature on teaching English as a foreign language, focusing on teaching principles, general strategies, and specific strategies used in English instruction. It provides the theoretical foundation for the study and emphasizes the importance of effective and well-planned teaching strategies in enhancing students' language learning outcomes.

A. English Language Teaching

1. Teaching English as Foreign Language

English in Indonesia is classified as a foreign language (EFL), meaning its use is mostly limited to formal settings such as schools and language courses (Widya, 2023). This classification is supported by the Indonesian Ministry of Education and Culture through Decree No. 096/1967, which officially designates English as the first foreign language in Indonesia rather than a second language or medium of instruction (Idham, 2020). As a result, Indonesian students often have limited exposure to English outside the classroom, making the role of formal education crucial in helping them acquire the language. This condition emphasizes the important role of teaching in shaping effective language learning, particularly in foreign language contexts. Teaching is an activity in which teachers convey knowledge to their students. It encompasses various essential elements, such as demonstrating, assisting in learning processes, giving directions, guiding topic exploration, sharing knowledge, and promoting understanding (Brown, 2007). However, teaching is not simply about transferring information from teacher to student; it also involves facilitating the learner's process of making sense of that information.

Moreover, teaching goes beyond delivering content which it requires engaging students in constructing meaning and developing the skills needed to apply knowledge effectively (González-Rey et al.,

2017). The main goal of teaching is to help learners understand how to do something and apply it in meaningful contexts. Ambrose et al. (2010) further clarified that effective teaching enables students to gain deep understanding and use their knowledge across different situations. These principles are highly relevant in the context of Teaching English as a Foreign Language (TEFL). Since English is not widely spoken or used in daily life in Indonesia, TEFL instruction must be designed to provide students with meaningful and practical experiences in using the language. According to Saragih et al. (2022), teaching English as a foreign language requires strategies such as structured learning and repeated practice to overcome the limited exposure students have outside the classroom. Therefore, effective TEFL teaching should not only focus on grammar and vocabulary, but also encourage real-life communication that builds confidence and fluency.

In teaching English as a foreign language, teachers play a crucial role in managing the classroom environment to foster effective learning. Teaching involves guiding students to understand and perform tasks, providing necessary language input, and facilitating comprehension (Richards, 2020). It is important for teachers to create a supportive and motivating atmosphere that encourages students' interest and focus, especially in learning English where exposure outside the classroom may be limited. Teaching is not simply about delivering content and expecting immediate understanding; it also requires teachers to be attentive to students' difficulties and to respond thoughtfully. Ongoing observation of learners' progress and flexibility in addressing their needs are essential to help students overcome challenges and achieve meaningful learning outcomes (Tomlinson, 2013). A responsive and empathetic teacher can significantly enhance the effectiveness of the learning process.

The success of learning largely depends on how well the teacher transfers knowledge to the students. Therefore, there are several key

elements that help students learn effectively by Harmer (2007). Through effective teaching, students are able to develop the necessary skills, knowledge, and confidence to achieve success, as effective teaching involves engaging students actively and adapting to their diverse learning needs (Munna & Kalam, 2021). Some elements are typically present in most lessons or teaching sequences, regardless of whether the focus is on grammar, reading, or other skills. However, they do not always need to occur in the same order. These elements are commonly referred to as ESA (Engage, Study, and Activate). They are described as follows:

a. Engage

At the beginning of a lesson, teachers aim to capture students' interest and involve their emotions. Then, the activities and materials that often engage students are games, music, discussions, interesting pictures, dramatic stories, and funny anecdotes. When students are truly engaged, they learn much better than when they are only partially or not engaged at all.

b. Study

Study activities ask students to focus closely on the language itself and how it works. This can be done in different ways: the teacher might explain grammar, students might analyze language examples to figure out grammar rules on their own, or they might work in groups to study a reading passage or vocabulary.

c. Activate

Activate activities encourage students to use the language as freely and naturally as possible. The goal isn't to focus on specific grammar points or vocabulary, but to give students the chance to communicate using whatever language fits the situation or topic. These activities let students practice real-life language use with little or no restrictions.

In conclusion, teaching English as a foreign language in Indonesia

requires thoughtful and adaptive instruction. With limited exposure outside the classroom, it is essential for teachers to create engaging, supportive environments that help students build confidence and develop practical language skills.

2. The Four English Skills

English language skills are generally divided into four aspects: reading, listening, writing, and speaking. Reading and listening are considered receptive (or passive) skills, while writing and speaking are productive (or active) skills.

a. Reading

Reading is a receptive skill that involves recognizing and understanding written texts. It helps learners develop vocabulary, grammar knowledge, and comprehension abilities. According to Nunan (2015), effective reading instruction enables students to interpret meaning, infer context, and critically engage with texts, which are essential for academic and everyday communication.

b. Listening

Listening is another receptive skill focused on understanding spoken language. It requires learners to process sounds, intonation, and meaning in real time. Listening comprehension is foundational for language acquisition because it exposes learners to authentic language use and helps them develop the ability to understand different accents, speeds, and contexts (Richard, 2008).

c. Writing

Writing is a productive skill that involves organizing and expressing ideas clearly in written form. Brown (2007) emphasizes that writing helps learners develop accuracy in grammar and vocabulary while also enabling them to communicate complex thoughts. Writing also fosters critical thinking and allows learners to reflect on language use.

d. Speaking

Speaking is a productive skill that requires learners to produce language orally for communication. It involves pronunciation, fluency, and interactive skills such as turn-taking and responding appropriately. Speaking practice builds learners' confidence and ability to use language spontaneously in real-life situations (Brown, 2007).

Integrating these skills in teaching enables learners to become confident and competent users of English across different communication modes.

B. Principles in Teaching English

In teaching English as a foreign language, the teacher should pay attention to the principles of teaching. These principles serve as essential guidelines that help ensure the teaching process is effective, engaging, and aligned with the learners' needs and contexts. According to Brown (2007) the principles teaching divided into three, as follows:

1. Cognitive Principles

a. Automaticity

Language learning should aim for automatic use of language forms without conscious effort during communication.

b. Meaningful learning

Learning is more effective when it is meaningful rather than rote memorization.

c. The Anticipation of Reward

Learners are motivated by the expectation of rewards, whether immediate or delayed, tangible or intangible.

d. Intrinsic Motivation

Internal motivation (interest, enjoyment) is more powerful and effective than external motivation.

e. Strategic Investment

Learners need to invest time and effort strategically according to their learning styles and goals.

2. Affective Principles

a. Language Ego

Learning a new language involves developing a new identity, which can cause discomfort or defensiveness.

b. Self-Confidence

Confidence plays a crucial role; learners who believe in themselves tend to succeed more.

c. Risk-Taking

Willingness to take risks and make mistakes is essential for language acquisition.

d. Language–Culture Connection

Language learning is also cultural learning; understanding the culture behind the language is important.

3. Linguistic Principles

a. The Native Language Effect

The first language can either help or hinder second language learning, depending on similarities or differences.

b. Interlanguage

Learners develop an evolving language system (interlanguage) that is imperfect but natural in the learning process.

c. Communicative Competence

The ultimate goal of language teaching is communicative competence—the ability to use the language effectively and appropriately in real contexts.

Furthermore, according to the *Pedagogy of Teaching English (A5II)* course material by Uttarakhand Open University (2023) these principles are psychological principles and are applicable to English language.

1. Motivation

Motivation is an important factor in language learning, particularly in learning a second language. It creates interest as well as the need to learn the language in hand. If the need for the language we use is felt, it is learnt easily. Pupils' interest can be aroused in a number of ways, and language learning can be made increasingly interesting and attractive. It can be done with the help of pictures, charts, models, flash cards, black board sketches and similar other visual devices. The use of tape-recorder can be most effective in the teaching of pronunciation. The aim is to have the students maximally exposed to the target language in variety of contexts and situations, not in isolation. The teacher should prompt connections, feedback and correct errors, if any. The rule is teaching, test, reteach, retest. The teacher should make continual and significant use of language material in class-room situations.

2. Immediate Correction

Do make corrections. Corrections make all the difference. They help in improving pupils' responses. But remember, when corrections are made, they should be made immediately. Moreover, the corrections should be made in such a way as will bring about learning and not frustration or discouragement.

3. Reinforcement

Immediate reinforcement is an important principle. It has been experimentally proved that reinforcement of correct responses helps in better learning. The student should be told his response is correct immediately after it is given by him.

4. Frequent Review

An important psychological principle is the principle of frequent review. Frequent review and re-entry of the same material is

necessary for retention. During the process of reviewing, variations in material should be essentially be introduced and practiced.

5. Correct Responses

It is an important psychological principle that classroom activities should strengthen the language skills. The techniques used by the teacher of English should encourage the maximum rate of correct responses. This will give children the feeling of success, achievement and assured progress.

6. Practice in Everyday Situations

A language is best learnt when its need is felt in everyday situations. So, English should be practiced in everyday situations with which children can easily identify.

Moreover, understanding these principles enables teachers to select appropriate methods, materials, and strategies that not only build students' linguistic competence but also promote confidence and motivation in using English in real-life situations.

C. Teaching Strategies

1. Defining of Teaching Strategies

According to Safitriani and Jayadi (2021), strategy is a careful plan of activities designed to achieve specific goals. In teaching, strategies are crucial because they help in creating thoughtful and impactful lessons. Therefore, teaching strategies involve activities that both teachers and learners engage in to ensure that the learning process is effective and efficient (Sari & Zainil, 2020). Furthermore, Mangal & Mangal (2009) defines teaching strategy as the plans, means, and specific ways that are employed by the teachers for guiding, directing and showing path to the learners for the realization of the set instructional or teaching learning objectives. In other words, the teaching strategies provide how the goal will be reached through different strategies and sources.

Strategy in teaching is a lesson plan that involves structure, student behavior, teaching objectives, and a set of ways of implementing the strategy (Surayatika, 2022). To maintain students' interest in studying English, teachers need to implement a variety of teaching strategies, including the use of varied methods, media, and games. Ayua (2017) describes teaching strategies as encompassing a range of educational techniques, methods, activities, and plans for classroom actions or interactions that are designed to achieve specific teaching or learning goals. It is important to recognize that teaching strategies are broader than just methods and techniques. Methods come under strategy which means strategy is a combination of methods (Kuamr, 2022). Methods are often described as the procedural approaches used in teaching, while techniques refer to the specific ways these methods are implemented. Essentially, methods are the planned approaches, while techniques are the actual practices carried out by teachers to reach educational goals.

Haidir and Salim (2014) noted that the strategy can include the election of sources including the media used in learning. Learning media are tools that facilitate the learning process, making it more efficient and practical, and ensuring that the learning experience proceeds without disruption and smoothly. Examples of learning media include textbooks, pictures, projectors, whiteboards, powerpoint presentations, videos, and computer-based technology tools. Therefore, integrating learning media can assist in implementing teaching strategies effectively.

It concludes that the teaching strategies are comprehensive plans designed to achieve specific educational goals. Teaching strategies involve a mix of techniques, methods, and activities, media, and equipment needed in the learning system that teachers and students use to make the learning process effective and engaging.

2. Components of Teaching Strategies

According to Hamruni (2009), there are components of teaching strategy include:

a. Teacher

Teacher is the most important factor. The role of curriculum that occurs should be followed by the teacher when planning strategies in the teaching learning process.

b. Students

Students are the component that participates in the teaching learning process in order to develop their potential and achieve the goal of the teaching learning process.

c. Purpose,

This is the basic decision that is made when selecting strategies, materials, media, and evaluation.

d. The source of material

The source of the material is the content of components in teaching learning process.

e. Teaching learning process

In selecting the teaching strategy required to formulate component of teaching learning process that is related to teaching learning process standard.

f. Evaluation

The component of evaluation known as evaluation has the function of determining the purpose of the study that has been determined.

g. The environmental situation

It refers to the situation and physical condition (such as climate, school, the located of school, etc).

As stated in the statement above, the components of a teaching strategy are the teacher, the students, the purpose, the material, the teaching learning process, the method, the evaluation, and the environment. If one element is missing, the teaching strategy will not work efficiently.

D. Strategies in Teaching English

An English teacher is required to have a pedagogy, competencies, and strategies in teaching English. For learning process to be delivered more effectively. Thus, strategy has an important role to achieve a particular goal, teachers should balance the strategies to the needs of students. According to Zulfian et al. (2018), different teaching strategies mean different ways of helping students to learn. This emphasizes that strategies are crucial and must not be overlooked in the teaching and learning process.

Strategies in teaching are designed to give a detailed procedure in teaching English. In supporting the process of teaching English, both teachers and students should contribute to its success. Royani et al. (2023) stated teachers must be innovative to modify any activities that suit the student's needs and interests. Therefore, it is important for teachers to find the appropriate teaching strategies. Furthermore, selecting appropriate and effective strategies in teaching speaking holds an important role in improving students' speaking skills in English.

There are many kinds of teaching English strategies that can be applied in the language teaching process. Killen (2009) explained the teaching English strategies as follows:

1. Direct Instruction

Direct instruction is a highly structured and teacher-centered and also direct instruction, as discussed previously, involves the direct transfer of knowledge from the teacher to a student, with the teacher doing most of the talking.

2. Discussion

Discussion can be used in any classroom environment by students to test their own ideas against those of other students. The teacher will facilitate the discussion and guide the discussion in the right direction if it strays.

Discussion is a collaborative activity where students engage in conversations within their groups, working together to achieve a shared goal. Through frequent interaction and continuous communication, students develop their speaking skills. As one of the activities in speaking class with a simple form such as a discussion to coach the students to speak English. This strategy aims to make a conclusion, share ideas about a topic, or find solutions in their group discussion (Kayi, 2006). This activity involves grouping students into pairs or small groups, allowing them to discuss a topic for at least ten minutes, and then having them present their findings to the class. Therefore, discussion allows students to share their ideas, feelings, and experiences with each other in more depth and detail (Hadfield, 2000). In this way, by focusing on relevant discussion points, students are less likely to waste time on unrelated topics. For instance, students can engage in discussions where they express agreement or disagreement with a given statement or topic.

3. Group work

Group work is an activity that focuses on the students and the teacher should facilitate and give guidance to the different groups. Effective teachers know how to organize different types of groupings to suit different learning objectives and activities (Harmer, 2007). The main goal is to produce evidence of their understanding. Group work can include a wide variety of activities. These activities can include collaborative learning, small-group discussion, completing the task or worksheet, solving problems or making presentations.

4. Problem solving

Problem-solving is a strategy that is widely used in classrooms. The students should solve the problem themselves using their prior knowledge to guide them towards a solution.

5. Research

Research can be used as a teaching strategy to promote self-learning and allow the students to discover new information on their own. Research can take the form of an investigation or guided research using materials such as books or the internet.

6. Role-play

This helps the students to solve problems and use the knowledge that they have acquired in a situation that resembles a real-life situation. Role-play can help the students to understand information and to see its value.

7. Case study

A case study can be combined with research, small-group work or cooperative learning. This strategy can be used to gather data in real-life situations and to analyze the data using problem-solving methods. This can help the students apply knowledge from the classroom and analyze data to present useful information.

Furthermore, Lestari et al., (2019) identified some strategies that can be used to learn English as foreign language, namely:

1. Ice breaking

Mid-day ice breaking can prove to be an efficacious tactic in combatting monotony among students. The teacher's selection of singing and dancing activities within this strategy is a captivating way to stimulate student interest and increase their engagement in the learning English endeavor.

2. Recalling memory

The act of recalling memory serves as a valuable tool for students to retain the knowledge acquired in previous sessions. It is not uncommon for some students to forget what was taught in the preceding week, and thus, the teacher's implementation of the recalling memory strategy proves immensely beneficial in facilitating the learning process.

3. Brainstorming

The way that allows people to communicate is in brainstorming. The brainstorming strategy is a strategy used to stimulate creativity by encouraging the generation of new ideas and finding solutions to problems in areas such as education, business, industry, and politics (Ostarina et al., 2021). Brainstorming was developed by Alex Osborn to produce ideas without inhibition. It includes both oral and pre-writing activities to assist learners in expressing their ideas, with guidance from the teacher.

Kayi (2006) stated that brainstorming is a practice in which students don't face criticism for their thoughts, which motivates people to contribute more. Brainstorming helps students concentrate on a topic or problem, encouraging them to freely contribute and develop creative ideas. The teacher can initiate the session by posing a question, presenting a problem, or introducing a topic. A good key feature of brainstorming is that students are not criticized for their ideas, which makes them more open to sharing new and innovative thoughts.

4. Classroom Discussion

With the utilization of the questioning and inquiry technique, the teacher artfully presented a thought-provoking question to the students, inviting them to examine specific information and ultimately synthesize their findings into a coherent conclusion. This method of instruction cultivates a deeper understanding of learning English and affords the students ample opportunity to actively participate in the learning process by vocalizing their thoughts in response to the teacher's inquiries. As a result, this approach effectively enhances the students' verbal proficiency.

5. Game

The teacher orchestrated games in the realm of language grammar that took the form of group competitions and movements. These

activities were found to effectively enhance student involvement and enthusiasm, as they confidently articulated sentences aloud. Additionally, the movement game, which incorporated enjoyable listen and move exercises, facilitated a less taxing approach to learning the material.

6. Listen and Read

Through the employment of this strategy, students are afforded the opportunity to engage in both auditory and visual comprehension, as they attentively listen to the audio recording twice whilst simultaneously following along with the composed text. This approach is highly effective in facilitating the recognition and mastery of precise pronunciation of each individual word of English. Furthermore, through the utilization of vocabulary discussion, students are able to gain a deeper understanding of intended message and purpose behind the written English product.

7. Paragraph writing

The implementation of paragraph writing is a refined and compelling strategy utilized by educators in teaching English. Following comprehension of the main subject matter, students are tasked with crafting descriptive paragraphs on specified topics. This approach provides a direct application of prior knowledge and cultivates the invaluable skill of proficient writing through practical exercises.

8. Filling Blank

The implementation of blank-filling strategy enables students to reinforce their comprehension of language grammar through targeted exercises. Under the guidance of their teacher, students are tasked with completing incomplete sentences using predetermined words. Additionally, the discussions surrounding these exercises are conducted entirely in English, further enhancing the students' language proficiency. Hence, the use of blank-filling exercises is a sophisticated and compelling approach to language instruction.

9. English Camp

The implementation of English camp strategy serves to enhance students' abilities through practical, real-life experience. Wighting et al. (2005) has shown that English camp are particularly effective in teaching spoken English. To ensure maximum immersion, the only language permitted at the camp is English, with consequences for any use of Bahasa. This creates an unique opportunity for students to use English in all aspects of their lives during the camp, resulting in a significant improvement in their speaking proficiency.

10. Assembly

Assembly is a refined and compelling platform for students to showcase their English-speaking abilities, held bi-annually. This activity allows students to demonstrate their proficiency in various forms of speaking such as drama, song, poetry recitation, and more, based on their personal interests and expertise. By implementing this strategy, students' interest and confidence in speaking can be significantly heightened.

Meanwhile, Thornbury (2015) suggested strategies that teachers can employ in teaching, including:

1. Using recordings and transcripts

This strategy is designed to enhance students' understanding of the characteristics of spoken language. It is carried out through monologues or group conversations. By participating in this activity, students can improve their speaking skills and discourse management. For example, the teacher can provide a transcript of a relevant topic for recording. When the recording is played, students listen to it and try to imitate the native speaker.

2. Live Listening

According to Brown and Thornbury (2015) using live listening gives the bigger chance for the students to engage in a learning activity with their teacher. This strategy is also aimed at enhancing learners'

understanding of the features of spoken language. Live listening encourages students to engage more actively in learning activities with the teacher.

According to Hamidah (2023), there are several steps that used by teacher, such as: 1) teacher explains the English speaking material for students. 2) students listen teachers' explanation carefully. 3) teacher asked students several questions to clarify students' understanding. The benefit of interactive live listening is that students can ask questions, get clarification on specifics, and request repetitions as the teacher delivered the material while students carefully listened to the material in every meeting. In the classroom, teachers can use powerpoint as a media tool for teaching and learning. For example, the teacher can introduce a topic to the students and then encourage responses by asking questions, providing feedback, or engaging in discussions about the topic.

3. Drilling

One strategy that can help improve pronunciation is drilling. Thornbury (2015) defined drilling as an activity of imitating and repeating words, phrases, or the whole utterances. There are steps in drilling activity. First, students are asked to repeat what the teacher says accurately and quickly. In this strategy, students are emphasized to do more practice. Senel (2006) mentioned that drilling is useful in teaching pronunciation since it can create correct and accurate pronunciation. Therefore, by applying this strategy in an English as a foreign language class, students can learn to pronounce words accurately. Through repetition of words or sentences, students can automatically memorize them. As a result, drilling helps improve students' speaking skills.

Haycraft (1978) in Ahmada and Komariyah (2022) identified several types of drills for language learning. 1) Repetition drills require students to repeat exactly what the teacher or a recording says. 2)

Substitution drills involve replacing words in a sentence to practice different vocabulary or structures. 3) Question and answer drills help students respond quickly to questions and practice forming their own. 4) Transformation drills require changing sentence structures, such as turning affirmative sentences into negatives or active into passive. 5) Chain drills involve students taking turns speaking in a sequence, ensuring participation. Lastly, 6) communicative drills focus on real-life interactions with an information gap to encourage meaningful communication.

4. Dialogues

Dialogue exercises can also shift the focus away from teacher-led interactions in the classroom. Setting up pairs in a spacious, well-equipped classroom is manageable. For instance, students can partner with a classmate to practice dialogues on topics assigned by the teacher.

5. Presentation

Presentation skills play a vital role in language learning, enabling students to effectively communicate ideas and information in various contexts and to solve students' problems in speaking. Sirisrimangkorn (2021) stated presentation has a positive effect on language learners' affective factors as it helps increase learners' self-confidence and reduces their anxiety by encouraging them to present oral works in front of their classmates. Furthermore, engaging in presentations provides learners with practical speaking experience, allowing them to develop better pronunciation, clarity, and organization of ideas.

Based on the explanation above, it can be concluded that teachers can use various strategies in teaching English as foreign language to the students. These strategies not only assist English teachers in their teaching but also help keep students engaged and prevent them from getting bored.

E. Study of Relevant Research

Some researchers have conducted some studies relating to teacher's strategies in teaching speaking skill. First, the research conducted by Saputra (2021). The aim of this study is to investigate the teaching strategy to be implemented on teaching English through online learning. The design of the present study is a literature review design. Related studies about strategies on teaching English through online learning were analyzed in order to be described in present study. Based on the finding and the discussion, teachers could use videoconferencing, instant messaging, and game as strategy to conduct their online learning.

Second, Wulandari et al. (2020) explored strategies for teaching English to young learners in primary schools. Using a descriptive qualitative approach through observations and interviews, the study found that teachers applied eight strategies, including listen and repeat, listen and do, question and answer, pair work, cooperative learning, and games. However, teachers faced challenges such as limited teaching media and a lack of knowledge about effective strategies for young learners, mainly due to insufficient training and resources.

Third, Uspayanti (2021) highlighted the challenges and teaching in industrial revolution 4.0 era. This study is a mix-method namely the combination of qualitative and quantitative methods. 16 English teachers as the participants in the study from six high schools. Data collection instruments used were questionnaires and interviews. Questionnaires used consisted of 40 statements and the interview consisted of 14 questions.

Fourth, Mustika and Wardah (2021) conducted a descriptive qualitative study to analyze teaching strategies used by an English teacher at SMAN 1 Segedong and the factors influencing them. Data were collected through interviews and analyzed thematically. The

findings revealed five strategies: discussion, demonstration, use of electronic media, games, and reinforcement. Three main factors were found to influence the teacher's choice of strategies.

Last, Mahisa et al. (2023) conducted a qualitative case study to explore English teaching strategies for children with special needs at Zonakata Inclusive School in Pontianak, Indonesia. Data were gathered through observations, interviews, and document review, then analyzed thematically. The findings revealed that teachers used co-teaching and differentiated instruction, supported by visual media. These strategies were effectively implemented and are recommended for teaching English to children with special needs.