

CHAPTER II

THEORETICAL REVIEW

A. EFL (English as a Foreign Language)

English as a Foreign Language (EFL) is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language. This is not to be confused with English as a Second Language—also called English as an Additional Language which is the practice of learning English in a predominantly English-speaking country.

English as a Foreign Language loosely corresponds with the Expanding Circle theory of language described by linguist Braj Kachru in "Standards, Codification and Sociolinguistic Realism: The English Language in the Outer Circle."

According to this theory, three concentric circles of World English can be used to categorize places where English is studied and spoken and map English diffusion. These are the inner, outer, and expanding circles. Native English speakers are in the inner circle, English-speaking countries that have historically adopted English as a second language or lingua franca are in the outer circle, and countries in which English is used some but is not widely spoken are in the expanding circle.

The circles represent the different tiers of World Englishes. According to this theory, English is a native language in the inner circle (ENL), a second language in the outer circle (ESL), and a foreign language in the expanding circle (EFL). As English spreads globally, more countries are added to the circles.

ESL and EFL are not the same in the context of World Englishes and the Expanding Circle, but they are often considered equivalent otherwise, and even when considered separate, classifying a country or region as ESL- or EFL-speaking is difficult, as Charles Barber explains briefly in the following excerpt.

"The distinction between second language and **foreign-language** is not a sharp one, and there are cases, like Indonesia, where classification is disputable. Moreover, there is a considerable amount of variation in the roles played by second languages, for example in education, in the fields of discourse used, and in the giving of prestige or power. In India, the medium of instruction in schools was changed from English to the regional languages after Independence, and subsequently, there has been a gradual process of Indianization of the universities, which at one time were all English-medium," (Barber 2000).

The case of English in Indonesia is a unique one because experts can't quite agree on whether English should be considered a foreign language or a second language in this Asian country. The reason why has to do with how English came to be spoken and how it is primarily used. *The Handbook of World Englishes* addresses the dispute: "Indonesia, a former Dutch colony, used to emphasize the teaching of Dutch...

The movement towards **English as a foreign language** began at independence, and English is now the main foreign language being learned in Indonesia. English is taught for eight or nine years from primary school (from

Grade 4 or 5) through high school (Renandya, 2000). The main objective is to provide reading skills to enable Indonesians to read science-related materials in English," (Bautista and Gonzalez 2006).

The way that English is taught in a given country plays a key role in determining what variety of English is spoken there. For example, if the majority of students have spoken English since birth and you teach exclusively in English, you know that you are dealing with an ENL country. Ultimately, writer Christopher Fernandez argues, English is only considered a medium of instruction in education and government in ESL or ENL contexts, not EFL.

"Although ESL (English as Second Language) and EFL (**English as Foreign Language**) are often used interchangeably, there are unique differences between the two. ... ESL countries are nations where the medium of instruction in education and government is in English, although English may not be the native language.

On the other hand, EFL countries do not use English as a medium of instruction but English is taught in schools. Malaysia was once considered an ESL country but now leans more towards EFL. The methods and approaches of teaching English as a second language and foreign-language do differ greatly," (Fernandez 2012)

So how do the methods of teaching English as a second language and as a foreign language differ? English as a second language is learned in environments where English is already regularly spoken; English as a foreign language is learned in environments where English is not spoken. Lee

Gunderson et al. explain: "ESL and EFL instructional approaches differ in significant ways. ESL is based on the premise that English is the language of the community and the school and those students have access to English models.

EFL is usually learned in environments where the language of the community and the school is not English. EFL teachers have the difficult task of finding access to and providing English models for their students. ... As the number of ESL students has increased in schools across North America, more classrooms and schools have become more like EFL than ESL environments," (Gunderson et al. 2009).

1. EFL Teacher

Teacher is a professional educator with primary task of educating, teaching, guiding, directing, train, assess, and evaluate students on early childhood education, formal education, basic education, and secondary education (Law no.14 2005 of Indonesia).

According to Abrosy (2006: 136), teacher is spiritual father who gives spirit and knowledge to their students. Namawi argues that teacher is a person who teaches or gives lesson at school and who has responsibility to make their students mature. Further, Amin (1992:2) adds that a teacher should be qualified and has to fulfill the requirement as a teacher. According to Djamarah (2003:32) the requirements as a teacher are; graduating from in teacher faculty, fit and healthy physically and psycholigically, having a religious, as well as virtuous and responsible.

With noticing the theories above, it can be concluded that teacher is a qualified person who responsible to educate student and organize the environment to create efficient learning. Teacher here means school teacher. Besides the responsibilities, there are also some requirements that should be fulfilled like teaching faculty graduate and able to educate, evaluate, and motivate their students.

English teacher is someone who teaches English (free Dictionary, 2016). The ministry of Education has decided the aminimum standard of competence for every teacher for all subjects as stated in the Act no. 16 2007 about academic standard qualification and teacher competence. The standard competence in all grades are:

- a.) Understanding any linguistic aspect of English (linguistic, discourse, sociolinguistic, and strategies)
- b.) Mastering English, both of spoken and written, receptive, and productive in all communication aspects (linguistic, discourse, sociolinguistic, and strategies).

It can be concluded that English teacher is a person who teach English. However, not only teaching English but also having requirements as English teacher. The requirements are understanding any linguistics aspect and mastering English both spoken and written.

2. The Role of Teacher in the Learning Process

The new developments against the view of learning have consequences for teachers to improve their role and competence for teaching. Learning and students' learning outcomes are largely

determined by the role and competence of teachers. Teacher's competence will be better if they are able to manage the class. Therefore, students learning outcome are at an optimal level. The role of a teacher is very significant in the learning process. According to Wina Senjaya (2008), the role of teacher in the learning process includes many things such as teacher, class manager, supervisor, motivator, consular, explore, etc. Which at are presented here are considered to be the most dominant roles and classifications of teachers as follow:

a. The teacher as demonstrator

Through the role as a demonstrator or lecturer, the teacher should keep in control of the material or subject matter to be taught and continue to develop it in the sense of increasing its ability in terms of their knowledge as this will greatly determine the learning outcomes achieved by students. One of the things that must be considered by the teacher is that he/she is a student. One of things that mean that teacher has to learn constantly. In this way the teacher would enrich himself/herself with a variety of science as a provision in his duties as a demonstrator so as to demonstrate, the point is that it conveys what is actually owned by students.

b. The teacher as manager

Teaching successfully means that there must be an active student involvement in learning. Both go hand in hand, nothing is preceded between teaching and learning because each has a role to give effect to each other. Success is determined by the teachers in teaching students

in learning activities, as well as student success in learning is also determined by the teacher's role in teaching. Teaching means conveying or transmitting knowledge and views (Ad. Rooijackers, 1990:1). William Burton suggests that teaching can be interpreted as an effort to provide stimulus, guidance, direction, and encouragement to the students so that learning occurs. In this case the role of the teacher is very important in managing a class in order that teaching learning process can run well.

c. The teacher as a mediator

As a mediator teachers should have sufficient knowledge and understanding of educational media for educational media is a means of communication in order to further streamline the learning process. Thus it is clear that educational media is an indispensable base that is complementary and is an integral part for the success of the educational process.

d. The teacher as facilitator

In the context of education, the term facilitatoris originally more widely applied for the benefit of adult education, especially in non-formal education environment. As the facilitator, the teacher role is providing services to facilitate students in the learning process activities. The role of the teacher as a facilitator brings consequences to changes in the pattern of teacher-students relationship that is "top-down". The teachers is often positioned as a "boss" who tend to be authoritarian, laden command, intruction-stylebureaucrats, even the handler, as

pointed out by YB Mangunwijaya (Sindhunata, 2001). Meanwhile, the students are better positioned as a “subordinate” to be always obedient to follow instructions and everything that is desired by the teacher.

In contrast with the pattern of relationship “top-down”, a partnership between teacher and students, the teacher acts as a guide learning students with a learning environment that is democratic and fun. Therefore, in order that teachers can carry out its role as a facilitator, the teacher should be able to meet the learning principles developed in education partnership, namely that student will learn best when; 1.) students can fully take part in every learning activity, 2.) what is learned useful and practical, 3.) students have the opportunity to take full advantage of the knowledge and skill within a reasonable time, 4.) learning can be considered and adapted to the experiences previously and thinking of students, 5.) foster understanding both between teacher and students, and students and students.

e. The teacher as evaluator

In the world of education, any kind of education or education form at certain times during the period of evaluation of education will be held, which means that at certain times during the study period was always conducted an assessment of the result that has been achieved, both by the educated as well as by educator. Assessment needs to be done because the teacher assessment can determine success in achieving the objective, students’ mastery of the subject, as well as the accuracy or effectiveness of teaching methods.

f. The teacher as motivator

In line with the shift in the meaning of a learning-oriented learning for teaching for teachers (teacher-oriented) to the student-oriented learning (student-oriented), the role of the teacher in the learning process also experiences a shift, one of which is strengthening the role of the teacher as a motivator. The learning process will be successful when students are motivated to learn. Therefore, teacher needs to foster students motivation. Teacher is required to be creative in arousing students' motivation to obtain optimal learning result, to form an effective student learning behaviors.

B. Strategy of Teaching

The definition of Teaching Strategies, according to some of the expert.

The explanation as follows:

Gulo (2008:3), states that the learning strategy is a plan and ways to bring the teaching of all the basic principles can be implemented and all the objectives of the teacher can be achieved effectively. Ways to convey teaching are the general patterns and sequences of teacher-student actions embodiment of teaching and learning activities. The general pattern and sequence of actions of the teacher-student is a general framework of teaching and learning activities that are arranged in a series of phases towards a predetermined goal.

Strategy basically, mainly refers to the concept of planning or managing a complex of activities into a general pattern of action to achieve

certain goals. Strategies can also be formulated as several activities that must be followed by teachers and students (Widja, 1989: 1-2).

Burden & Byrd (1985) define learning strategies as an instructional strategy is a method for delivering instructors that is intended to help students achieve a learning objective. This means that learning strategies are a method for sending planned learning messages to help students achieve learning goals.

1. Important Element of Learning Strategies

If we look closely, the understanding of learning strategies above leads to the understanding of teaching models. However the emphasis of learning strategies is on the operation (action) while the model emphasizes patterns (patterns) Based on the understanding above, it can be taken several important elements regarding learning strategies, namely

a. Have a clear purpose

Every teacher must have their own strategies, but the most in each strategy must provide clear learning objectives so that each student more easily understand what will be learned and what the objectives of this learning

b. Existence of clear planning

In teaching the teacher must have a clear teaching plan or plan. so that when teaching more organized and all aspects can be taught

c. Stunts the teacher's actions

In this curriculum teachers are expected to further enhance learning that can build student activity because this can make students more easily understand the material for their real life

d. Is a series of procedures that must be carried out

Learning strategies are very important in teaching and learning activities. must be done sequentially so as to achieve clear learning objectives

e. Involving learning material

It should be in the learning strategy there must be learning material. teachers are allowed to use strategies to use the game but there must still be learning material in the game

f. Have a regular sequence / steps.

The correct learning strategy is one that has regular steps in its implementation. in the strategy there must be brainstorming, core material, assignment and assessment

2. Generalization of Learning Strategies

Based on some expert understanding above, the learning strategy can be interpreted as a procedural design that contains actions that must be taken by the teacher in the learning process to achieve a goal. The learning strategy can be said to be the implementation of the learning model.

Simply stated, the teaching strategy is a strategy / tactic that must be thought. Planned by the teacher to achieve the stated teaching goals. Thus, the learning strategy includes:

a. Learning objectives

In the learning strategy each teacher must include the objectives of the learning to be carried out and whether the learning objectives will be achieved at the end of the lesson.

b. Learning materials / materials

In learning strategies there must be material that will be taught by the teacher.

c. Learning activities (methods / techniques)

In the learning strategy every teacher have a different methods or techniques that will be taught to the students

d. Learning Media

Media is a very important element because it is what the teacher will use in teaching. media can be pictures or videos

e. Class management

The purpose of classroom management is to provide, create and maintain optimal conditions in the classroom so students can learn and work well. In addition, teachers can develop and use learning aids that are used in teaching and learning so that they can help students achieve the desired learning outcomes.

f. Assessment.

Assessment is the process of gathering and managing information to measure the achievement of student learning outcomes. The purpose of the Assessment: Assessing the achievement of student competencies, improving the learning process, preparing reports on student learning progress.

Then Functions of Assessment in Learning: Material considerations in determining classroom progress, Feedback in improving teaching and learning, Increasing student motivation, Self-evaluation of student performance, for example through portfolios.

3. Types of EFL Teaching Strategies

A teaching strategy is the method you use to convey information to your students. There may be a particular strategy that works well with your group of students one year that won't work with your students the next year. Because of this, it is important to have lots of teaching strategies, during teaching English Lesson. Here are some of the top ideas:

a. Modeling

After telling students what to do, it's important to show them exactly how to do it. Model how you expect them to complete an assignment, so they understand what they're supposed to do. This will help your students who are visual learners, too.

b. Mistakes

If you have ever accidentally spelled a word wrong on the board, you know that students love to identify mistakes. When you're teaching a new skill, make an example riddled with mistakes. Let students practice the skill by identifying and fixing the mistakes for you.

c. Feedback

Students do not always know if they are doing a good job without you telling them so. Regularly provide written or verbal feedback for individual or group assignments. Also, it can be beneficial to turn the tables sometimes. Let the students provide you feedback to tell you how you're doing, too.

d. Cooperative Learning

Students learn effectively when they are working together. Plan activities that require students to work together and learn from one another. In the process, they will also learn critical thinking skills, communication skills, problem solving skills, and more.

e. Experiential Learning

Students learn by doing, so create experiences for them to see the concepts in action. Let them practice the concepts in a safe environment. Then, they should reflect on the experience and discuss what they learned from it. Classroom activities that you could do for experiential learning include fun games, experiments, or simulations.

f. Student-Led Classroom

When students get to be the teacher for the day, they learn things that they wouldn't have learned otherwise. You could have students team teach or work in groups to teach a new topic. You will find that other students will learn from their peers' unique take on the subjects, too.

g. Class Discussion

Another way for students to teach each other is through class discussions. As students take turns discussing the subject, you can assess their knowledge and discover which students grasp the concepts and to what extent.

h. Inquiry-Guided Instruction

By asking questions and working together to solve the problems, students get to be involved in the learning process. The class can work together to determine the answer and report it. As students do the work to discover the answers on their own, they remember the concepts better and more fully.

i. Lesson Objective Transparency

Rather than letting your students figure out what they should be learning on their own, just tell them. Clearly state your lesson goals or objectives. You could announce it in class or write it on the board. Just make it simple and clear for all of your students to understand. Then, they know what they're working towards and what they should know by the end of the class. This also really helps to reduce student anxiety come test time.

j. Graphic Organizers

Graphic organizers summarize the information in a concise manner. Using a flow chart, Venn diagram, or web, students get to see the information in a new light. This helps them organize the information in their minds, so they can better grasp the new concepts.

C. Student's Activeness

Learning process will be active if there is participation from the students. Active is "constantly engaged in action". "active learning" is a bit problematic. The term means different thing to different people, while for some the very

concept is redundant since it is impossible to learn anything passively. Certainly this is true, but it doesn't get us very far toward understanding active learning and how it can be applied in college classrooms.

We might think of active learning as an approach to instruction in which students engage the material they study through reading, writing, talking, listening, and reflecting. Active learning stands in contrast to "standard" modes of instruction in which teachers do most of the talking and students are passive.

1. Indicator of Students' Activeness

Bonwell and Eison define active learning as "instructional activities involving students in doing things and thinking about what they are doing." The term "student engagement" has been used to depict students' willingness to participate in routine school activities, such as attending classes, submitting required work, and following teachers' directions in class. That includes participating in the activities offered as part of the school program and student participation in school reform activities.

Students who are active show sustained behavioral involvement in learning activities accompanied by a positive emotional tone. They select tasks at the border of their competencies, initiate action when given the opportunity, and exert intense effort and concentration in the implementation of learning tasks; they show generally positive emotions during ongoing action, including enthusiasm, optimism, curiosity, and interest.

Students who are active in learning process are students' who engage in learning process. The opposite of engagement is disaffection. Disaffected students are passive, do not try hard, and give up easily in the face of challenges. They can be bored, depressed, anxious, or even angry about their presence in the classroom; they can be withdrawn from learning opportunities or even rebellious towards teachers and classmates.

Here are some indicators of students' activeness:

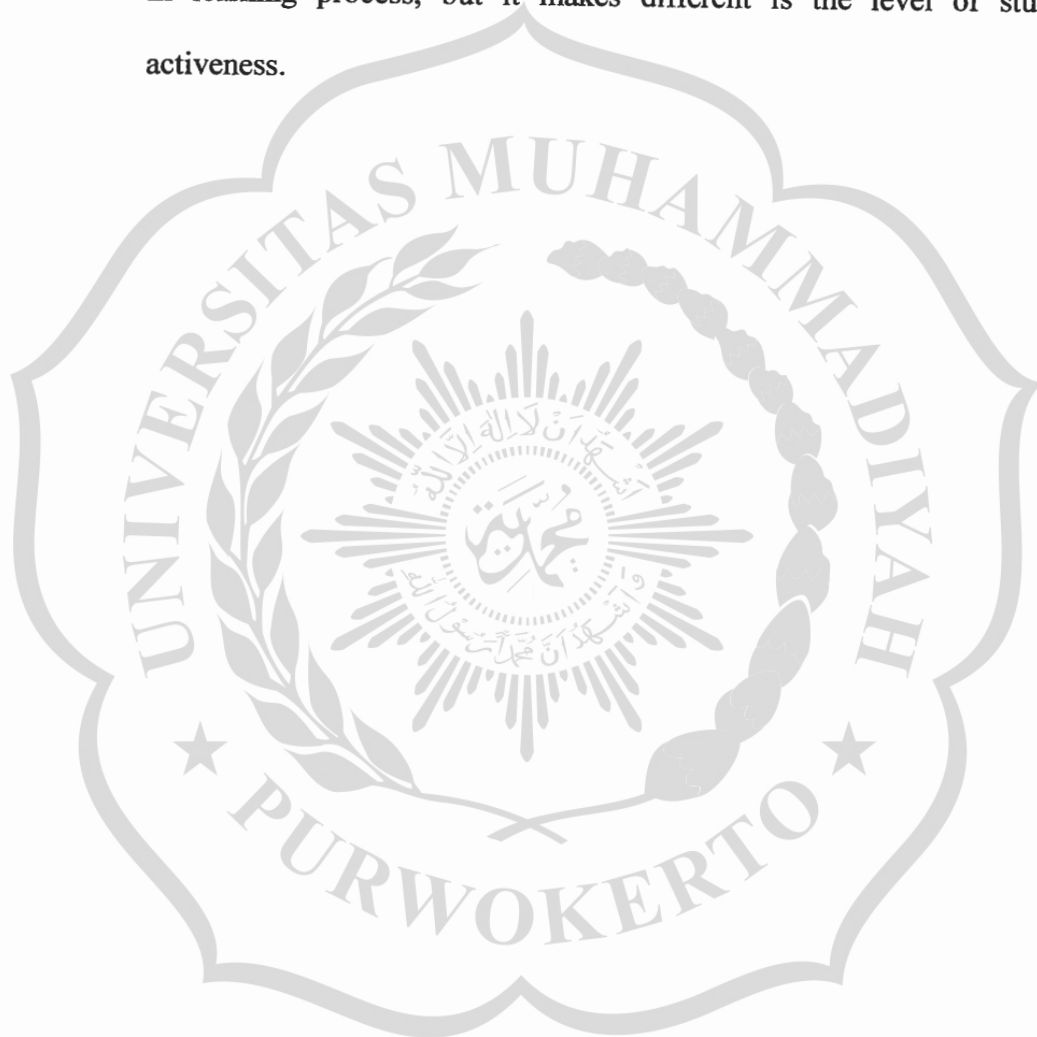
First, active interaction with the instructor here between student and teacher makes good communication. It means that students ask the question and teacher will answer or the students consult about the lesson with teacher.

The Second, working at the student's seat. This participation is physic and mental activity of the students, like students active to take a note, do the assignment well, ask and answer the question.

The last, other mental participation Mental participation is the students always are ready to answer the question from their teacher or friends and express their opinion.²

The teacher should find activities because student will take part the learning process if there is a pleased activity. Choosing the right activity based on the skills that will be taught is needed because it will influence students' participation. Abu Ahmadi and Widodo explained that participation is one of ways of students learning.³ By participating, the student can be active in learning process. Why do students participate in

learning process? Because they want to get knowledge, building concept and skill and establish behavior. There is no learning process if there is no interaction with each other. That is the reason; activity is an important principle in learning and teaching process. The students absolutely active in learning process, but it makes different is the level of students' activeness.



D. Previous Study

The researcher got inspiration from two theses to make this research. The first thesis is "*The Strategies of The Teacher in Motivating Their Students in Learning English*". This thesis was written by Wahyudi Muhammad, a bachelor ENGLISH EDUCATION DEPARTMENT ISLAMIC EDUCATION AND TEACHER TRAINING FACULTY THE STATE ISLAMIC INSTITUTE OF SURAKARTA 2017. This thesis has a relationship in increasing student activity because it requires high motivation to create student activity. If students have high motivation in learning English, the teacher can increase student activity in learning English. Besides teaching strategies, increasing student motivation is also very important. Because if a student has a high motivation in learning English, then he will become active in class and can follow all the material well.

The second thesis is "TEACHERS' STRATEGIES IN TEACHING ENGLISH VOCABULARY TO YOUNG LEARNERS (A Descriptive Study on Teaching Vocabulary at the Third Grade Students of MI Kedungharjo in Academic Year 2015/2016)". This thesis was written by Gili Nur Indah Liyaningsih, a bachelor from ENGLISH DEPARTMENT ISLAMIC EDUCATION AND TEACHER TRAINING FACULTY THE STATE ISLAMIC INSTITUTE OF SURAKARTA 2017. This explains what are the strategies that teachers used to teach English Vocabulary to young learners. In teaching English vocabulary to young learners, teachers use media such as photos, videos, music, or others. The Similarity with this thesis is to use media

in teaching and learning activities. But the difference in this thesis is, this thesis is only looking for vocabulary teaching strategies, while my thesis is looking for teaching strategies in all aspects such as grammar, vocabulary, and others. The age range also has difference in this thesis the strategy sought is to teach young learners while my thesis is a strategy to teach high school students

