

CHAPTER II

REVIEW TO RELATED LITERATURES

This chapter reviews the theory used in the study concerning with teaching and learning process and the strategies of the teacher. To be more specific, this review discuss about: (A) Teacher, (B) Teaching Strategy; (1) Basic Concept of Teaching Strategy, (2) Variables of Teaching Strategy, (C) Teaching for Preparation of National Examination, (D) The previous Study.

A. Teacher

In Indonesia, teacher is called as *guru*. This term comes from India. At first, in India, *guru* is a person who steer prospective *biksu*—leader in Hinduism tradition. So, the main responsibility of *guru* is improving the spiritual intelligence of Indian people.¹

Nowadays, conception about teacher is not only on field of spiritual intelligence, but also in intellectual intelligence and bodily kinesthetic (multiple intelligences). From those conceptions, we can conclude that definition of teacher is a person who has a responsibility to increase the society's intelligence in all aspects; spiritual, emotional, physical, intellectual, etc.

As the derivation of 'teacher', dictionaries give a variety of message about 'teaching'. Jeremy harmer stated that according to *Cambridge International Dictionary of English*, teaching means to give (someone) knowledge or to instruct or

¹ Suparlan, *Menjadi Guru Efektif*, (Yogyakarta: Hikayat Publishing, 2005), 11

train (someone), whereas the *Longman Dictionary of Contemporary English* suggests that teaching means to show somebody how to do something or to change somebody's ideas.²

According to S. Nasution, a good teacher should have several characteristics. Such as the teacher understand and respect the students, teacher has to master the material delivered, teacher matches the method used and the material, teacher adapted the material to the students' level of understanding. A good teacher also delivers the material based on students' need, he/she has a certain purpose in giving the material, and he/she has teaches not only deliver a knowledge to the students but also improves students' personality continuously.³

Teaching is a relation among human being, teacher as a human has to respect the students because they are human too. Teacher should avoid assuming that students are empty barrel so they become the lower one. In arranging the material, teacher has to consider the level of students' understanding. A good teacher should choose the appropriate material for the students. He/she is not bound to the text book, but he/she adapt many source depend on students' need.

It was reinforced by Winarno Surahmad in Muhaimin that teacher has to be responsible and professional. He/she should master some skill and basic understanding about teaching.⁴ Teacher has to know students' need and personalities, understand students' capability and how their learning style are. A good teacher also

² Jeremy Harmer, *The Practice of English language Teaching*, (Harlow: Longman, 2006), 56

³ S. Nasution, *Didaktik Asas-asas Mengajar*, (Jakarta: Bumi Aksara, 1995), 8-13

⁴ Winarno Surahmad in Muhaimin, *Strategi Belajar Mengajar*, (Surabaya: Citra Media, 1996), 66

has a good ability in guiding students. He/she can be an authority when the students need some guidance.

More over, teacher should understand the objective of national education in general, because students' knowledge is improved based on values which they got from their environment.⁵ When the teacher understood the purpose of education, he/she will be easier to arrange the material to achieve that purpose. It means the teacher not only delivers the material in course book but he/she has to match it with the values as the objective of education.

In attempting to describe how good teachers are, Jeremy Harmer gives more practical explanation. He stated that the characteristics of good teachers such as they should make their lessons interesting so the students do not fall asleep. Teachers must love their job. If they really enjoy the job, that will make the lessons more interesting. Then, teachers should have their own personality and does not hide it from the students so that they are not only teachers but person as well. It will be better if teachers have lots of knowledge, not only of their subject. Good teachers also able to entertain students in term of positive sense.⁶

In context of teaching learning process, teacher holds significant roles. Those roles are being his/her responsibility in helping students' learning. There are at least

⁵ Ibid., p. 67

⁶ Jeremy harmer, *How to Teach English*, (Harlow: Longman, 1998), 1-2

four roles that should be mastered by the teacher in conducting teaching process.⁷

They are teacher as educator, instructor, counselor, and trainer.

Jeremy Harmer also explains about the roles of the teacher. All roles, after all, aim to facilitate the students' progress. Those teacher's roles are controller, organizer, assessor, prompter, participant, resource, tutor, and observer.⁸ Each role is done based on students' need and classroom situation. For example when the teacher designs the various classroom activities, he/she will act as organizer. In other chance when he/she involves the students for the classroom activity, he/she will be the participant. Overall, the goal of those various teacher's roles are to achieve learning result optimally.

B. Teaching Strategy

1. Basic Concept of Teaching Strategy

Teaching strategy is one of the components in instructional system. The components in instructional system itself consist of objective, teacher, students, instructional material, instructional strategy, and instructional media, administration and financial factor. Strategy means the accurate planning about activities to achieve specific purpose. While learning means an effort to gain some knowledge and skills, and teaching means giving instruction.⁹

In other reference, Abu Joko Tri Ahmadi stated that strategy means the main step to achieve the objective determined. Connected with teaching and learning,

⁷ Suparlan, *Menjadi Guru Efektif*,.....28

⁸ Jeremy Harmer, *The Practice of English language Teaching*,..... 58

⁹ Kamus Besar Bahasa Indonesia (Balai Pustaka: 2001)

strategy means general scheme of teacher's and students' activities in teaching learning process to achieve the objective determined.¹⁰

There are four basic strategies in conducting teaching process. First is identifying and determining the specification and qualification of the change of student's behavior and personality as expected. Second, choosing the teaching approach system based on society's aspiration and view of life. Third, choosing and determining the most effective of teaching procedure, method, and technique which can be relied on for the teacher in teaching process. The last is determining the criteria and the success standard which can be a guide lines for the teacher in doing evaluation, in order to make some correction for the next instructional system.¹¹

According to Tabrani Rusyan as quoted by Ahmad Sabri, there are some considerations related to the teaching strategy. It influences how the teacher designs the material. Those are the target of teaching and learning process, the substance of learning process as the way to achieve an exchange of students' behavior, entering behavior of the students, and the patterns of students' learning.¹²

When a teacher designs a course, there are some factors that should be considered. These factors will influence the strategy that is used by the teacher.

¹⁰ Abu Joko Tri Ahmadi. *Strategi Belajar Mengajar*. (Bandung: Pustaka setya, 2005). 05

¹¹ Syaiful Bahri Djamarah and Aswan Zain. *Strategi Belajar Mengajar*. (Jakarta: Rineka Cipta, 2002). 05

¹² Tabrani Rusyan in Ahmad Sabri, *Strategi Belajar Mengajar dan Micro Teaching*, (Jakarta: Quantum Teaching, 2005), 17, compare with Abu. Joko Tri Ahmadi, *Strategi Belajar Mengajar*. (Bandung: Pustaka Setya, 2005), 08-21

The considerations are associated with students' characteristics, context of their study, class size, and the availability of time. These will also affect selection of the material to be used.

2. Variables of Teaching Strategy

According to Reigeluth and Degeng in Made Wena, teaching strategy is different ways to achieve the different result of learning process which is conducted in different condition.¹³ There are three variables of teaching strategy. The first is organizational strategy. It is the way to arrange the content of a subject. This activity is about choosing the material/content, arranging the content, making a diagram, form, etc. It consists of sequencing which means the way to make an order of the subject's content, and synthesizing which means the way to show the students about the correlation among the facts, concepts, procedure, and principles of the subject's content. It makes the topic of the subject more meaningful for the students. Its meaningfulness will make a better and longer students' retention about the topics learned.

The second is delivery strategy. It is the way to deliver the teaching materials to the students and to receive the students' responses. Description about this strategy is emphasized at the media used to deliver the teaching material. It has three components that should be noticed. Those are teaching media which are loaded with the message that will be delivered to the students. It could be as a

¹³ Reigeluth and Degeng in Made Wena, *Strategi Pembelajaran Inovatif Kontemporer*, (Jakarta: Bumi Aksara, 2011), 5

person, tools, or materials. The next is students' interaction with the media. It is the component of delivery strategy which concerns to the students' activity and the roles of teaching media in exciting students' learning. The last is the structure of teaching and learning process which concerns to the students' learning, whether in big groups, small groups, individual, or autonomous learning.

The third is management strategy. It is the way to arrange the interaction between students and other variables of teaching strategy (organizational strategy and delivery strategy). It is related to the choice of those variables of teaching strategy used during teaching and learning process. It could be about scheduling, note of learning progress, motivational management, and learning control.

C. Teaching for Preparation of National Examination

National examination is an activity to assess students' competence in nationwide for elementary and secondary education.¹⁴ It is an evaluation conducted at the end of every level of education. Its function is as quality control of education. It means the national examination is hoped to be mechanism and instrument in controlling the quality of education, in order to make it appropriate with qualification and minimum standard determined. Besides, the result of national examination can be consideration for selection and placement of the students. Also the score of national examination

¹⁴ Departemen Pendidikan Nasional, *Peraturan Menteri Pendidikan Nasional RI*, (Jakarta/; 2006)

also can be consideration to receive or reject someone when he/she registers in the university or applying a job.¹⁵

The other reference, Minister of National Education and Culture stated the importance of National Examination is as the consideration for mapping the quality of program in every school, selecting to enter the higher level of education, determining the student's passing, and founding the educational institution in order to increase the quality of education.¹⁶

H.A.R. Tilaar stated that national Examination is government's effort to evaluate educational level in nationwide by determining national standard of education. Result of National Examination is used to map national education in order to arrange its rules¹⁷.

Preparing students for an examination is a special responsibility. This is because the results of examination have a significant effect on students' lives and careers. Examination provides access to higher education and opens the doors to certain professions.¹⁸ Therefore, the teacher should be qualified to prepare students' readiness in facing examination.

There are several qualities of examination teacher. First is building positive attitude to the examination. Some activities can be used at the start of a course to

¹⁵ Zaenal Arifin, *UAN dan Pengendalian Mutu Pendidikan*, (Suara MerdekaLine: Thursday, 04 May 2004)

¹⁶ Kementerian Pendidikan Nasional, *Tanya Jawab Pelaksanaan Ujian Nasional 2011*,...13

¹⁷ H.A.R. Tilaar. *Standardisasi Pendidikan Nasional : Suatu Tinjauan Kritis*. (Jakarta: Rineka Cipta, 2006), 109-110

¹⁸ Ananda Badudu, *Disepakati, Nilai UN Sebagai Syarat Masuk PTN*, 04 June 2012, (<http://www.tempo.co/read/news/2012/06/04/079408155/Disepakati-Nilai-UN-sebagai-Syarat-Masuk-PTN>, accessed on 09 July 2012)

encourage students to think about why examinations are useful and important. They can be asked with a list of reasons, based on their own previous experiences. Second is enjoying the discipline of teaching examination. This characteristic is important because preparing students for an examination requires disciplined teaching and good time-management skill. Third is having knowledge of the examination, because students need to feel confident that they are in the hands of an authoritative source of information as well as academic matters. It is the teacher's job to tell them about enrolment procedures, arrangements for the day of the examination, regulations on what they can take with them into the examination room etc. Fourth is keeping in touch with students. When there is a target to be reached in a limited time, and an expectation that a lot of hard work is involved, an effective teacher will remain aware of each student as an individual and monitor both the learning process, in terms of the students' motivation and effort, and their progress towards the result of examination. The last is maintaining motivation. In some cases, motivation tends to be high at the start of the course, but it is difficult to sustain without some conscious effort to get the students take personal responsibility for their own success. Good examination teacher knows how to foster each student's ability to recognize his/her own strengths and weaknesses, and is able to suggest strategies for building up those skills and knowledge areas.¹⁹

¹⁹ Sally Burgess and Katie Head, *How to Teach for Exams*, (Harlow: Longman), 3

D. Previous Studies

The writer reviews the research conducted by other researchers related to this study which are aimed to avoid reduplication of the study. There are five thesis reviewed here. The first is written by Jauharotun Nafisah entitled “*The Roles of Counseling Teacher to Improve Students’ Learning Motivation in Facing National Examination in Madrasah Aliyah Negeri (MAN) 1 Gresik*”.²⁰ Her study investigated: (1) the roles of counseling teacher in MAN 1 Gresik, (2) anything become students’ learning motivation in facing national examination, (3) the roles of counseling teacher to improve students’ learning motivation in facing national examination in MAN 1 Gresik.

She used qualitative-descriptive as the research design. In her research, she found that the roles of counseling teacher are: (1) motivating students to be optimist and continue their education to the higher level, (2) monitoring students learning to know the level of their learning achievement, (3) giving understanding about mechanism of national examination to the students and their parents, (4) scheduling try out of the national examination, (5) building students’ spirituality in order to make them ready in facing national examination, (6) briefing the students to study hard and have good character so that the quality of the education can be improved. Overall, the counseling

²⁰ Nafisah, Jauharotun. Unpublished S1 Thesis: “*Peran Guru Bimbingan Konseling dalam Meningkatkan Motivasi Belajar Siswa Menghadapi Ujian Akhir Nasional (UAN) di Madrasah Aliyah Negeri 1 Gresik*”. (Surabaya: IAIN Sunan Ampel, 2008)

teacher has important roles in preparing students to be ready in facing national examination.

Second, the researcher reviews thesis entitled *“The Roles of Learning Guidance to Support the Success of National Examination in SMP Negeri 4 Surabaya”* written by Irma Fahriyani.²¹ The research focused on how far the learning guidance in supporting the success of national examination in SMP Negeri 4 Surabaya. Here, term of learning guidance means approach to know students’ difficulties in national examination in order to solve those difficulties. The writer used quantitative-ex post facto as the research design because she examined variable which happened through the other person’s treatment. It is done to avoid the data manipulation. From the tabulation of data quantitatively, the research showed that there are significant roles of learning guidance to support the success of national examination in SMP Negeri 4 Surabaya.

The third is thesis written by Aimmatul Husna entitled *“The Correlation between Spiritual Activities with Students’ Readiness in Facing National Examination of Ninth Grade Students in SMPN 2 Wonoayu Sidoarjo”*.²² Statements of the problem of this thesis are: (1) what are the spiritual activities of ninth grade students in SMPN 2 Wonoayu sidoarjo? (2) How is the readiness of ninth grade students in SMPN 2

²¹ Irma Fahriyani. Unpublished S1 Thesis: *“Peranan Bimbingan Belajar dalam Mendukung Keberhasilan Ujian Akhir Nasional (UAN) di SMP Negeri 4 Surabaya”*. (Surabaya: IAIN Sunan Ampel, 2008)

²² Husna, Aimmatul. Unpublished S1 Thesis: *“Hubungan Antara Kegiatan Keagamaan dengan Kesiapan Siswa dalam Menghadapi Ujian Nasional Siswa Kelas IX SMPN 1 Wonoayu Sidoarjo”*. (Surabaya: IAIN Sunan Ampel, 2011)

Wonoayu Sidoarjo in facing national examination? (3) Is there the correlation between spiritual activities and students' readiness in facing national examination of ninth grade students in SMPN 2 Wonoayu Sidoarjo?

The research found some spiritual activities done by the students as the program of the school to improve students' readiness in facing national examination. They are divided into:

1. Spiritual activities conducted during the teaching and learning process. It is like hand shaking when students and teachers come in the school and before they go back home, praying before and after the teaching and learning process, and using dress which closes all the *aurat* (part of the body which may not be visible while performing a ritual) in Friday and Saturday.
2. Spiritual activities conducted out of teaching and learning process, for example: *istighotsah* or raying together which is conducted every Friday, *tahlil* and *ta'ziah* as the pray if there is students'/ teachers' family who died, and *tahajjud* call program where each teacher handled five students and called them in the mid-night to pray *tahajjud*.

After doing the research, the data prove that 80,3% of the students are ready to face the national examination, even 10,7% of the students said that they are very ready, and just 9% who said that they are not ready yet. It means that there is a significant correlation between spiritual activities and students' readiness in facing national examination of ninth grade students in SMPN 2 Wonoayu Sidoarjo.

Next is thesis written by Sodikin Khari. He used quantitative method as the research design of his thesis entitled *“Perbedaan Motivasi belajar Intrinsik dan Ekstrinsik Siswa dalam Menghadapi Ujian Nasional di SMA Negeri 1 Krian Sidoarjo”*²³. His thesis was tend to answer the research question: is there the difference of students’ intrinsic motivation and students’ extrinsic motivation in facing National Examination in SMA Negeri 1 Krian Sidoarjo?

On this thesis, intrinsic motivation means a type of motivation where the students do learning activity based on their own motivation. They aware the importance of doing the learning activity and they motivate themselves. While extrinsic motivation means type of motivation where the students start and continue their learning activity cause of other people or environment changing.

Based on the data analysis of this research, found that students’ intrinsic motivation is enough and their extrinsic motivation is very high. The writer conclude his research by wrote that there is a difference between students’ intrinsic motivation and students’ extrinsic motivation.

The last is thesis entitled *“Pengaruh Sistem Ujian Nasional 2007 Terhadap Kondisi Psikologi Siswa di SMPN 1 Surabaya”*²⁴. This thesis was written by Muthoharoh. She used quantitative method in her research. Statements of the problems of her thesis are: (1) How is the system of National Examination in SMPN

²³ Sodikin Khari. Unpublished S1 Thesis: *“Perbedaan Motivasi belajar Intrinsik dan Ekstrinsik Siswa dalam Menghadapi Ujian Nasional di SMA Negeri 1 Krian Sidoarjo”*. (Surabaya: IAIN Sunan Ampel, 2009)

²⁴ Muthoharoh. Unpublished S1 Thesis: *“Pengaruh Sistem Ujian Nasional 2007 Terhadap Kondisi Psikologi Siswa di SMPN 1 Surabaya”*. (Surabaya: IAIN Sunan Ampel, 2007)

1 Surabaya? (2) How is the condition of students' psychology in facing National Examination in SMPN 1 Surabaya? (3) how is the influence of National Examination to the students' psychology in SMPN 1 Surabaya?

After conducting the research, the writer found:

1. System of national Examination in SMPN 1 Surabaya is not different with the rules from Department of National Education. But the students have given a preparation class since four month before the National Examination.
2. Most of the students in SMPN 1 Surabaya felt frightened when facing National Examination because they have to pass the passing grade determined.
3. There is correlation between system of National Examination and the condition of students' psychology in SMPN 1 Surabaya.

Those thesis above have similarities with my research, in term of they investigated the factors which have significant influences for students' success in national examination. But, they were still different from my research, because they focused on the roles of counseling teacher, learning guidance, spiritual activities, students' motivation and condition of students' psychology in supporting students to be success in national examination, while my research was focused on the teacher' strategies in preparing students for English national examination. Moreover, those theses discussed preparation of national examination in general, while my research is specified only on preparation for English national examination.