CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three parts. The first part starts with the definition of teaching strategy, the types of teaching strategy then followed by the relevant literature about foremost aspects inside of teaching strategy such as its purpose, characteristics, focus, role of teacher, method, role of learner, evaluation, appropriate subject and types of learners.

Then, the literature related to the major components of instructional context those are the techniques, methods and strategies based on teaching and learning aspect are presented as well in the second part of this chapter. Then the last part of this chapter presents the definition of English Club class and it carries out in a line with the review of previous studies.

A. Teaching Strategy

1. Definition of Teaching Strategy

At this stage, as a teacher we have set overarching of goals, organized content, and developed a course plan with ideas for how to give students the practice that will make it possible for them to achieve the course goals. In this case, teacher will make choices about what he or she will have students do in order to learn the course content and practice it for reach the goals. It is the duty

of the teacher to consider about the teaching strategy then apply it in the classroom based on the appropriateness of the teaching strategy.

Teaching according to the Oxford Dictionary (2008:455) is known as a job of a teacher, while strategy is a plan intended to achieve a particular purpose. Kindsvatter (1996:168) asserted that teaching strategy is an instructional major component which is a sequential combination of methods designed to accomplish the learning objectives. Majid (2013:7) stated that teaching strategy is comprehensive approach inside of a teaching system that contains the general guidance and the course activity plan in order to reach the instructional goals which is explained in the angle of philosophy view or certain learning theory. While David (1976:32) convinced that teaching strategy is a plan, method, or series of activities designed to achieve a particular educational goal

According to the definition above, we may conclude that teaching strategy is a set plan of the teacher to create the students' achieving success in the form of academic achievement. The teacher that has a role as the facilitator and also the motivator in the class absolutely needs to make the climate of class become more successful by engaging all students can participate in subject to show their abilities on it easily. One of the greatest challenges of the teacher is to provide a positive learning environment for the students in the classroom. Because each student has his or her own unique set of physical and intellectual abilities, perceptions, and needs, in the other hand the learning styles of them is also may very widely.

2. The Type of Teaching Strategies

Kindsvatter (1996:169) stated that there are three formal strategies that have evolved from the effective-teaching research and emphasize on higher students achievement. They are as follows :

a. The Direct Teaching Strategies

1) The Definition

According to Majid (2013:73) direct teaching strategy is kind of teaching strategy that is teacher centered and the teacher here should make a belief that her/his students are involved inside of its teaching strategy. This direct teaching strategy is mostly directed by the teacher who creates the class environment that is oriented on the students' tasks. Direct teaching refers to accademically focus, teacher-directed classroom using sequenced and structured materials. It also refers to teach the classroom activities in which goals are clear to students, sufficient time is allowed for instruction, coverage of content is extensive, performance of the students is monitored, and feedback is accademically oriented.

Rosenshine and Stevens (1986:78) indicated that across a number of studies the more effective teachers (in term of promoting students' achievement) were those who maintained a strong academic focus and spent less time in nonacademic activities. It is also described that the direct teacher as the more successful instructor in teaching content measured by achievement tests. This type of teacher structures and selects activities within a classroom. In direct instruction, teachers are actively involved by introducing content, demonstrating skills,

directing large-group experiences with the content, checking the students' understanding and monitoring individual or small-group work, as well as providing review.

From two description above we can indicate that in this staretgy use teacher centered and focus on teacher interaction with students rather than students interacting mainly with materials after a brief explanation by the teacher. Direct instruction is examined here as a key strategy because it emphasizes on meeting specific objectives keyed to learning outcomes and is particularly effective for acquisition of basic skills. This approach continous to be widely used today because it helps to increase on-task learning time that contributes to students' achievement. This teaching strategy also can be called as *systematic teaching* or *active teaching*.

2) **Characteristics**

Here are the characteristics of direct teaching strategy based on Majid (2013:73) :

a) The existence of learning goals.

This direct teaching strategy emphasizes on the learning goals those must be focusing on the students' oriented tasks and be specific, it contains both the brief explanation of evaluation condition and academic students' achievement level (success criteria).

b) The whole pattern and phases of teaching activity.

In the direct teaching strategy has 5 crucial phases that must be applied. They are lecturing, demonstrating, practicing/coaching, and group work. Direct teaching strategy is practiced to deliver the instructional material which is directly transformed by the teacher to the students. There are 5 prominent phases of direct teaching strategy :

1. Delivering the instructional goals and preparing students for materials.

2. Demonstrating skills and knowledges.

3. Guiding students' practice.

4. Checking students' understanding and providing feedback.

5. Giving chance to the students for continuing learning material and applying concept of it.

c) Classroom management and the learning environment which support the way of teaching that is downstream to the success.

At the truth the direct teaching strategy needs the norms in order to assure the proper period of learning activity, the particular strategy to manage the students' involvement, and to overcome the students' bad attitude.

3) Purpose

Kindsvatter (1996:298) stated that the purpose of this teaching strategy is to increase the students' achievement by the teacher's attention to specific, analytical, academic objectives, by coverage of objectives to be tested, and by active engagement of the student in academic tasks. The teacher takes a charge of

the classroom to provide a climate for learning that is student involved and task oriented.

4) Focus

The focus of this teaching strategy is academic and teacher centered, with a structured curriculum useful for teaching skills and acquiring new information. Within this focus the teacher convinces that the bussiness of the classroom is learning.

5) Role of Teacher

This is a teacher-directed strategy, which means that the teacher chooses the activities and controls the time spent on the phases of the lesson. The strategy requires the teacher to be a good motivator to keep the students on task (Kindsvatter, 1996:298). There is much interaction of the teacher with the students in all phases of the lesson. The teacher's immediate, corrective feedback is important for student learning. When teacher are not involved in the presentation or in leading group practice, they are monitoring the students' progress by moving around the room, keeping students on task, giving feedback, and working with individuals.

We can see that the role of the teacher is definitely crucial, however the class activity is student's work the teacher should be plays the role well, the teacher can be the controller, facilitator and also the monitor.

6) Method Used

A teacher plan to use the direct teaching would want to divide the curriculum into small segments or steps through such curriculum techniques as skill analysis and conceptual mapping. First, skills, processes, and concepts are identified and arranged in a meaningful order. Then they can be presented in small steps, after which students are provided with classroom time for practice and feedback. Therefore the basic elements of direct or systematic instruction include : (a) preparing the students for lesson, (b) presenting the lesson, (c) students' practicing the lesson, (d) evaluating and providing feedback on student learning.

7) Role of Learner

Within this accademically focused classroom, the role of the learner is to follow, stay on-task and perform. If this structure appears to be stifling the creativity of the learner, the teacher can provide opportunities for the learner to use divergent and creative thinking in some of the learning experiences planned for the independent and review functions. For example, the student could demonstrate knowledge of the problem-solving process by describing a situation and the different steps groups of people might use to solve a problem.

8) Evaluation

The direct teaching strategy includes both formative (during the instruction) and summative (conclusion of instruction) evaluation. The teacher giving corrective feedback during guided practice and independent practice is a

key to students' achievement. Frequent tests are given during the weekly and monthly reviews so that reteaching of key material can take a place as needed.

9) Appropriate Subjects and Types of Learners

This direct-instruction strategy is reported to work best with teaching skill subjects such as reading, writing, grammar, computer literacy, and factual parts of science and history. Those bodies of knowledge that hierarchical structure wirth step-by-step progression can best be taught with the direct-instruction model. As to which types of learners benefit most from this systematic approach, it is helpful for young learners, slower learners, and the students of all ages and abilities during the first stages of learning informative material or material that is difficult to learn (Rosenshine & Stevens, 1986).

Providing opportunities for students to have considerable feedback and practice. Teachers may make adaptations in this type of teaching strategy by shortening the time spent on guided practice and independent practice for more mature learners and increasing the presentation time for new material. Because in this strategy teacher is centered and all of activities done by students should be under teacher's direction.

b. The Mastery-Learning Teaching Strategies

1) The Definition

Based on Kindsvatter (1996:302) this strategy focuses on the students' ability through providing enough time and the right conditions using diagnostic-prescriptive approach to determine instructional decisions. Mastery learning is not constructivist approach. Majid (2013:155) stated that mastery learning teaching strategy is a learning strategy which asserts on the "*mastery*", thus all members of the class should master the materials based on the period of time that is stated.

The prominent phases in this mastery learning are identify prerequisite, making test to measure the students' progress and students' competence achievement. It does provide an individualized instruction or small-group approach using a structured curriculum divided into small groups of knowledge and skills to be learned. The strategy is taught with the belief that all students, given enough time can reach reasonable instructional objectives. Mastery learning is a key instructional component in the Outcomes-Based Education model that is being adopted in many states. It also widely used in many other countries.

According to the name of the strategy, the mastery learning teaching stressed on the student's material mastery, and it covered all of class members. When this section is passed the teacher are able to move to next material.

2) Characteristics

Anderson (2010) convinced that the characteristics of mastery-learning teaching strategy are :

a) Mastery learning is an instructional strategy which is based on the principle that all students can learn a set of reasonable objectives with appropriate instruction and sufficient time to learn.

b) In this strategy the students have prerequisite skills to move to the next material unit (no student is to proceed to new material until basic prerequisite material is mastered).

c) Teachers do the task analysis, thereby becoming better prepared to teach the unit.

d) Teachers state the learning objectives before designating activities.

e) Mastery learning is the strategy which only focus on the aspect of *mastery*. This strategy is centered on the interaction between the students and material.

f) This strategy have engaged the classroom activities like remedial, enrichment and also velocity of materials to the learners (Majid, 2013:169):

1. The first problem that enables to come in this strategy is how the teacher can handle the students who are having the low acquiring capacity in getting instructional materials in the class. They certainly will be able to have some difficulty in gaining the informations related to the materials. Thus remedial is the good way to overcome this kind of problem inside of this mastery learning. There are 2 types of way those can be done by the teacher in order to make the students have better conception about the material of the certain KD (Kompetensi Dasar) :

First : Giving the individual particular guidance for the students who have the problems in achieving the learning goals of the certain KD (Kompetensi Dasar).

Second : Providing the tasks or the particular treatment in the form of simplifying activities of the conducting learning process. It can be simplifying the content/instructional material for the certain KD (Kompetensi Dasar), simplifying the way of presenting the material (e.g., using the picture, model, schema, graphics, showing the simple summary of material, etc).

2. Conducting enrichments are also suggested to the smart students who can gain the material faster than the time provided to the all members of the class. There are 4 types of way those can be done by teacher to treat the students by high acquiring capacity in gaining the informations inside of the materials in the certain basic competence :

First : Providing the addition reading text related to the material or can be creating the group discussion in order to expand the knowledge of the students.

Second : Giving the tasks in the form of analyzing the picture, model, graphics, reading text/paragraph, etc.

Third : Giving the exercise tasks which have the quality as the enrichment for the students.

Fourth : Helping the teacher to guide their friends who still have the problems of the materials.

3. Presenting the velocity of the instructional material for the students who have the high acquiring capacity is also needed in this mastery learning. In order to create the velocity of the material being well done, the teacher needs to find the learning program in the form of unit material then present it accurately, afterwards provided in module or can be learning packages.

g) There are 5 phases in how to instruct the mastery learning strategy :

1. First phase is the teacher clearly state the objectives representing the purposes of the course.

2. Second phase is the curriculum is classified into relatively small learning units, each with their own objectives and assessment.

3. Third phase is learning materials and instructional strategies are identified; teaching, modeling, practice, formative evaluation, reteaching, reinforcement, and summative evaluation are included.

4. Fourth phase is each unit is preceded by brief diagnostic test, or formative assessments.

5. Fifth phase is the result of formative tests are used to provide supplementary instruction, or corrective activities to help the learners to overcome the problems.

3) Purpose

Based on Kindsvatter (1996:302), the purpose of mastery learning is the accomplishment of a specific learning task at a designated performance level by all students. It assumes that through this teaching strategy learning can be improved, and the variability in what students learn can be decreased.

Accordingly, it also assumes that all students without learning handicaps can master learning tasks, given the necessary amount of time and instruction needed to learn the task.

From those statements we can conclude that, the mastery-learning teaching may spent more time when it use, because the teacher should enactive all of the students understand and mastering the material well, without mastering all the material first, this strategy will not succesfully done.

4) **Focus**

The focus of mastery is an academic one concentrating individual acquiring specified skills and knowledge within a flexible time frame. The complete model developed by Caroll (1963) included the following equation for learning (Gage & Berliner, 1984): Degree of learning =

$$\frac{\text{time allowed for learning x motivation}}{\begin{array}{c}\text{time needed to learn x quality of instructor x}\\\text{ability to understand the instructor}\end{array}}$$

5) **Role of Teacher**

According to the Majid (2013:167) the role of teacher in this strategy he/she plays on the critical role intensively in the classroom in the form of following classroom activities :

a) Classifying KD (Kompetensi Dasar) into the small group unit of instructional materials by paying attention to the prerequisite skills of the materials.

b) Arrange the indicators based on its classification and also its sequential of unit.

c) Providing the materials in the form of variety classroom activity.

d) Monitoring the whole students' tasks.

e) Evaluating the students' progress in achieving academic competence achievement.

f) Using diagnostic technique.

g) Providing the alternative learning strategy for the students who have the difficulties in acquiring the informations about the instructional materials.

During the instruction, the teacher presents the material in a variety of forms, monitor the students' work, and tests the students' progress in mastering the learning objectives. Using this strategy which is diagnostic/prescriptive techniques, the teacher only identifies the area that need remediation. In addition, the teacher must be able to provide alternative learning strategies for students when they encounter difficulties. Recording the students' progress and success in meeting defined performance objectives is an important part of the teacher's role.

Students need to know they are progressing in accomplishing the goals. The role of the teacher differs in two approaches of mastery learning – Bloom's Learning for Mastery (LFM) and Keller's Personalized System of Instruction (PSI) (Stalling & Stipek, 1986). In Bloom's LFM, the teacher uses the interactive verbal instruction with the whole group as well as with the individuals, whereas in PSI, the teacher monitors the curriculum as instruction proceeds through the self-paced instructional materials. LFM is similiar to the direct-teaching strategy in

that it rellies on teacher interaction with the students, whereas PSI has students interacting more with the materials.

6) Method Used

The diagnostic/prescriptive technique is used in this strategy (Majid, 2013:166). The teacher identifies prerequisites, asseses students' present knowledge, and formulates testing to determine students' progress in reaching objectives.

7) Role of Learner

Based on Kindsvatter (1996:304) the learner in mastery-learning teaching strategy actually has more control than in direct instruction by determining the amount of practice time needed. This means that students are given considerable freedom in deciding how fast they move through the objectives. In Bloom's (1980) LFM approach, the students take the responsibility for mastering the task by working on their own. Eventhough the class may be moving on to the next unit. While in PSI classrooms, the students control their rate of progress by working through structured materials and experiences at their own speed throughout the course.

8) Evaluation

As has been mentioned throughout the discussion of this teaching strategy, formative diagnostic testing is critical to the program. Students may score the tests themselves to identify areas of difficulty immediately. Finally, summative tests are administered by the teacher at the end of the units to determine grades. Most

students are expected to reach mastery level; therefore, it is essential that realistic mastery levels are carefully set by each school or district.

9) Appropriate Subjects and Types of Learners

The subjects that work best with this teaching strategy are science, algebra, history, reading for lower grades etc. Keller's Personalized System of Instruction (PSI) is used more often in secondary and college classrooms (Stalling & Stipek, 1986). This approach, which enables students to work through materials at their own pace, works better with more mature students who have more intrinsic motivation.

Student with less level competencyt or students with learning difficulties would be expected to benefit from the mastery strategy because time is available for practice, remediation, and teacher and peer interaction. Certainly students who have poor self-concepts in terms of their learning ability could benefit from this approach with its emphasis on success within the students's own time frame. The mastery strategy gives students more control over amount of time for learning the content, so their success rate is expected to be higher. This expectation that success can be achieved through effort has been shown by achievement theorists to affect motivation positively

c. **The Cooperative-Learning Teaching Strategies**

1) **The Definition**

This cooperative learning strategy emphasizes on students working together in cooperative-learning projects, engaging in peer-tutoring, and possibly receiving a grade based on the group's performance as well as individual performance (Kindsvatter, 1996:306). Cooperative learning is one of the most heavily researched instructional strategy, with close to 200 studies conducted. In a review of students' achievement, they also can incorporate group goals and individual accountability when they work in a cooperative way. Based on Arends (2004:356) the cooperative learning model was developed to achieve at least three important instructional goals: academic achievement, tolerance and acceptance of diversity, and social skill development. According to Rusman (2010:201) the theory that underlies on this strategy is constructivism theory by Piaget and Vygotsky. Basically the constructivism approach is an approach where the students should find and transform the complex information then investigate it the with existence of rules.

Piaget and Vigotsky in Majid (2013:173) book stated that there is the social truth inside of learning process, they also asserted about the functions of creating the group discussion with the variety members' competence will be able to give the conceptual changing of learning. An essential dimension of cooperative-learning teaching strategy is a strategy which emphasizes on training in social skills that encourages the students to interact with another and to learn how people can work together, it has been cited as an effective approach to

accommodate needs of students from many different background. This teaching strategy also highlights that the students working together in cooperative learning projects, engaging them in peer tutoring, and possibly receiving a grade based on the group's performance as well as individual performance.

From thus description above we can conclude that this strategy emphasizes on cooperative-learning projects, the cooperative learning model was developed to achieve at least three important instructional goals: academic achievement, tolerance and acceptance of diversity, and social skill development, there is a social truth inside of learning process and in this social skill hat encourages the students to interact with another and to learn how people can work together.

2) Characteristics

Based on Majid (2013:176) there are 4 characteristics related to the cooperative learning strategy :

a) Students work in group to share the knowledge and overcome the problem inside of it.

b) Group discussion is created from the heterogeneous students (low, standard and high).

c) If possible, the members of group can come from the different race, tribe and gender.

d) The appreciation is oriented on the group than individual.

Cooperative Learning reflects the angle of view that the human learning from their experiences and active participate in the small group discussion enables

to help the students to learn the social skills then concurrently it can develop the students' democracy and thinking logic.

While here are 4 characteristics in the cooperative learning strategy by Rusman (2010:207) :

1. Cooperative learning includes in the team learning. Cooperative learning is a strategy of learning which is centered on the team work. Team is a place to reach the objectives. Thus, team should be able to make all the members learn and gain the experiences and knowledges. Every member of team must help one another to achieve the learning goal.

2. It is based on the cooperative management. There are 3 managements in this cooperative learning strategy, they are: *Cooperative management as planning*, management function as planning of implementation group discussion indicates that cooperative learning is conducted based on the planning and the learning steps which is defined as before. *Cooperative management as organization*, management function as organization indicates that cooperative learning needs the mature planning so that the learning process can be effective. *Cooperative management as control*, management function as control indicates that the cooperative learning needs to set the success criteria whether in the form of test or non test.

3. Cooperative desire. The success criterion of cooperative learning is on the group work, therefore togetherness principle and be cooperative need to be emphasized in this strategy. Whithout the good cooperative way management, the cooperative learning strategy can be optimal used.

4. Cooperative skills. Cooperative capability is practiced through the activities in the cooperative learning. Thereby the students need to build the interaction and communication within the group members in order to reach the learning goals. Cooperative learning is characterized by task structure, the goal, and cooperative appreciation. In the implementation of cooperative learning all the members will depend on one another to achieve an appreciation.

3) Purpose

Kindsvatter (1996:308) indicated that the purposes of this strategy are (a) to increase achievement through group collaboration that enables students to learn from each other; (b) to provide an alternative to the competitive structure of most classrooms today that discourages the poorer student; (c) and to improve human relations in the classroom by promoting interdependent activities that teach collaborative skills.

According to Majid (2013:175) the cooperative learning strategy has three purposes, they are :

a) To raise the students' learning activities in the academic tasks especially. This kind of learning strategy has the high quality in helping the students to comprehend the complex concepts of material by working on the heterogeneous group competence.

b) In order that students can intertact with another who have the variety of difference background of knowledge and social.

c) To develop the students' skills; sharing the tasks, questions active, appreciating another's arguments, stimulate another to ask something about the related topic/material, be willing to explain about idea or argumentation, and work in a group.

Johnson and Johnson, 2006 in Jacobsen (2009:231) stated that there are 5 contituent elements about the purposes of this strategy :

a) Social interaction is used to facilitate the learning process.

b) Students work in group to overcome the problems inside of the tasks.

c) Learning objectives of discussion group will tend to direct the group purposes to the group activities.

d) The teacher holds on their responsibilities of the students' individual learning progress.

e) Students can develop and improve their cooperative skills and the achievement of the content of learning objectives.

From three statements above, it may be concluded that the purpose of this strategy are to provides students interaction against others and improves students skill through cooperation in order to gain the succesfull objective achievement in classroom teaching learning activity.

4) Focus

The focus of cooperative learning is both academic and affective, with emphasis on achievement of shared goals through cooperative efforts. To accomplish this focus of strategy, five basic elements must be included (Kindsvatter, 1996:308) :

a) Establishment of positive interdependence.

b) Promotion of face-to-face interpersonal interaction.

c) Maintenance of individual accountability for mastering learning tasks.

d) Promotion of social skills; and

e) Ensurance that groups process can get their achievement and maintenance of effective working relationship.

5) Role of Teacher

The teacher role differs considerably in this strategy from traditional approaches to instruction. Teachers act as facilitators in cooperative learning by establishing groups whose members work together on shared goals (Kindsvatter, 1996:308). However, the teacher may teach basic concepts and skills. As facilitator, the teacher must monitor the functioning of the groups, intervene whenever necessary to teach small-group skills, provide assistance when needed, and evaluate students and groups as to how well members work together.

According to Jacobsen (2009:232) in this cooperative-learning teaching strategy, the teacher should identify the areas where the students will face any difficulty in conducting work group discussion, include the following: (a)

students' behavior who *off-task* (ignoring the tasks); (b) failed in creating togetherness; (c) bad attitude; (d) the use of time which is ineffective, etc.

6) Method Used

The major common methodology which is used in the small-group approach. Within that approach include such as discussion, inquiry, and modelling methods may be used by the teacher. Certainly the strategy of cooperative learning would not be used exclusively for all class work. Students need to experience independent work and some competitive experiences as well (Kindsvatter, 1996:309). At times the teacher will teach the whole class, using a range of instructional method. However, the methodology utilized most frequently will include methods that accomodate group-process skills and cooperative-learning skills.

Five commons models used for cooperative-learning activities are the following (Kindsvatter, 1996:309) :

a) *Students Team Achievement Divisions*

Students complete the common work assignments in groups of four or five, then are tested individually. A team score is calculated by noting result of individual students' improvement over past performance.

b) *Think Pair Share*

Students first try to answer question or learn material by themselves, then discuss their thoughts, and understandings with partners, and finally share with their whole group or the class.

c) *Jigsaw*

Each group member is given one piece of information and is responsible for teaching it to the group. In Jigsaw II, students obtain their own information and share it with the group. Students then are tested individually.

d) *Team Accelerated Instruction*

This approach involves individualized instruction because the students are assigned material at their own achievement level and are assisted by their group members in learning the material. Group points are obtained through improvement on individual tests.

e) *Group Investigation*

A constuctivist approach to challenge groups at a higher level in which students take responsibility for their own learning. The group decides what to investigate, what contribution each will make, and how each will communicate what s/he has learned.

7) Role of Learner

According to Kindsvatter (1996:310) this strategy gives students much control within the group structure. They become both teachers and learners as they practice communication and group-process skills, as well as leadership skills.

Each student is expected to utilize these skills to promote group success. Rusman (2010:202) stated that is in most of cooperative-learning models, the students work in small groups of four or five and receive an individual grade for their work with group. The students hold a responsible for determining whether cooperative skills are practiced within the group. They are encouraged to analyze the progress of the group in light of each member's role. Peer feedback and selfevaluation are solicited. Therefore, the student's role involves responsibility to the group as well as to oneself for academic progress.

In summary, students are able to give and receive assisstance, feedback, reinforcement, and support to each other. Students are to be in a positive interdependent role in which one can not succeed without all succeeding. Positive interdependence encourages students to see how their work benefit others and their group members's work benefit them. They are responsible for each member's learning.

8) **Evaluation**

Formative evaluations of individual and group progress, as well as self-monitoring, are important throughout. Formative evaluations of groups can take place each week, with the group analyzing strenghts and weaknesses in accomplishing group goals. Summative evaluation includes group and individual assessment measurements. A criterion-referenced test may be used to assess that the specific objectives within the assign concepts and skills were accomplished.

Their grade may be contingent on a group project or the average of each student's progress toward meeting group objectives.

Assessment is a formative evaluation, assessments become formative when the information is used to adapt, teaching and learning to meet student's need. When the teacher knows how the students are progressing and where are they having problem, they can use this information to make alternative instructional approachingand offering more opportunities for practices. This activities can lead to improved the students success.

9) Appropriate Subjects and Types of Learners

The cooperative-learning approach can be used with most learning tasks, especially concept attainment, verbal problem solving, categorizing tasks, skill attainment, and judging tasks. Any lesson can be structured into a group-learning situation that enables to promote collaborative skills. The approach of this teaching strategy has been used in the kindegarten students up through adults in college.

It appears since the low achieving students can benefit considerably by cooperative learning because they are choaced and helped to achieve learning objectives through group support. The effect on their self-image and motivation can be very positive. While high achievers can benefit as well because they are working toward group success rather than their individual achievement, and hence feel less isolated. They also can find challenges in opportunity to learn decision making, leadership roles, and conflict management skills.

B. English Club

In this research, English club program is defined as students' extra learning program besides regular English class, which more focuses on mastering students' speaking skill but in the teaching and learning activities it contains not only speaking skill, but also other skills of English. English club program in SMA Negeri 1 Dongko consists of 24 students at the first time with Mr. Russel Ferguson as a tutor. But in the middle of 2015 the headmaster set that English Club program was the preparation for English Debate Contest. So Mr. Russel selected 2 groups of Debate Team consist of 6 students and 3 in each group. After that the English Club program followed only by 6 students, and concentrated in English Debate Contest.

C. Native Speaker

Who is a native speaker of English? A common answer would be people from America, British, Australia, Canada or from other inner-circle countries. Several scholars have attempted to conceptualize the term 'native speaker'. Davies (1991 cited in Cook 1999) claims that the first recorded definition of native speaker was "The first language a human being learns to speak is his *native language*, he is a *native speaker* of this language" (Bloomfield 1933:43 cited in Cook 1999). According to this definition, a person is a native speaker of the language learnt during childhood. This definition echoes many definitions of a native speaker today. McArthur (1998) defines a native speaker as a person who speaks a certain language since early childhood. *The Longman Dictionary of*

Applied Linguistics defines a native speaker as "a person considered as a speaker of his or her native language" (Richards, Platt and Weber 1985:188). Within this definition, a native language then is defined as the language that "a person acquires early in childhood because it is spoken in the family and/or it is the language of the country where he or she living" (Richards, Platt and Weber 1985:188).

From those definition above we can conclude that native speaker is the the person who speask his first mother tongue language, and it usually happens since it was part oftheir chilhood development. They acquire this first language from their family or the language their country living.

According to Kramsch (1993: 49), "The notion of a generic native speaker has become so diversified that it has lost its meaning." Similarly, Kachru and Nelson (2001: 15) - 22 - claim that "This casual labelling [native speaker], which used to be so comfortably available as a demarcation line between this and that type or group of users of English, must now be called into serious question." First, such definitions assume that a person can only have one native language. They exclude the fact that there are many people who have more than one native language. As a consequence, bilingual users of English in the outer circle countries like Singapore or Malaysia are considered non-native speakers although they acquire English 'early in childhood' and English is 'spoken in the family'. Another drawback is that any language individuals acquire later in life can never reach the status of "native language", regardless of how long or how well they

speak it (Cook 2001). It implies the idea that monolingualism is the norm when in fact, most people in the world are bilinguals (Jenkins 2000).

Another way of defining native speaker is by listing features that make up a native speaker. Stern (1983, cited in Cook 1999: 186) suggests characteristics of a native speaker of a language :

- subconscious knowledge of rules,

- an intuitive grasp of meanings,

- the ability to communicate within social settings,

- a range of language skills, and

- creativity of language use.

According to Stern (1983:341) these characteristics are the strengths of native speakers which he terms "the native speaker's competence", "proficiency" or "knowledge of the language". Stern believes that this competence is a necessary point of reference for the second language proficiency in English language teaching.

In addition to the characteristics above, Davies (1996: 154) adds three more characteristics of a native speaker :

- the ability to produce fluent discourse,

- knowledge of differences between their own speech and that of the "standard" form of the language, and

- the ability to "interpret and translate into the L1 of which she or he is a native speaker".

Rampton (1996), finally, lists the features that most people associate with a native speaker of a language :

- The language of a native speaker is inherited, either through genetic endowment or through birth into the social group stereotypically associated with it.

- Inheriting a language means being able to speak it well.

- Being a native speaker involves the comprehensive grasp of a language.

- Just as people are usually citizens of one country, people are speakers of one mother tongue.

It is entirely inappropriate, indeed, offensive, to label as 'non-native speakers' those who have learnt English as a second or foreign language and achieved bilingual status as fluent, proficient users. The perpetuation of the native/nonnative dichotomy causes negative perceptions and self-perceptions of 'nonnative teachers'. It leads to 'non-natives' being refused places on EFL teacher training courses, limited publication of their articles in prestigious international journals, a simplistic view of what constitutes an error (Jenkins, 2000: 9).

Therefore, she proposes the following new terms, instead of the native/non-native distinction :

- **MES**
  Monolingual English Speaker, for those L1 speakers who speak no other language fluently.

- **BES**

  Bilingual English Speaker, for both those L1 speakers who speak another language fluently and for L2 speakers who speak English fluently.

- **NBES**

  Non-Bilingual English Speaker, for those L2 speakers whose English may have progressed only to the level at which it serves their particular international communicative purpose.