

Chapter Two

Literature Review

This chapter reviews previous research that relates to teaching strategies implemented by the volunteers in “Desa Bahasa dan Wisata Tayuban”. Some theories about teaching strategies and developing tourism are discussed in this chapter. Teaching strategies overshadow aspects such as definition of teaching strategies, types of speaking teaching strategy, and challenges in teaching English for speaking. Meanwhile, developing tourism discusses teaching speaking for tourism, tourism, developing tourism itself. Furthermore, the researcher establishes the review of studies and conceptual framework.

Teaching Strategies

The discussion is divided into three parts, namely definition of teaching strategies, various teaching speaking strategy, and the challenges in teaching English for speaking.

Definition of Teaching Strategies. The researcher provides some definitions based on previous research. Brown (2000) states that teaching is facilitating and guiding learners to learn and to set conditions for learning. Brown (2000) also stated that teaching will require a useful principle for selecting methods and techniques of teaching. According to Armstrong (2013), teaching strategy is a method to help students learn a lesson which aims to develop future goals. The various available teaching methods were identified to determine the appropriate strategy in teaching an identified group. Teaching strategy is something that is generally planned for lessons which are the desired structure of

students in the purpose of instruction and outline of the tactics needed to implement the strategy (Lawton, 2013). Moreover, Smith (2013) defined teaching strategies as patterns of action to protect against others and achieve certain results.

After indicating some definitions of teaching strategies, it can be concluded that teaching strategies are methods in facilitating students to learn in order to help students in the learning process. However, there is a slight difference in the last resource that mentions teaching strategies as an act of guarding against others. Furthermore, Armstrong (2013) has a clear definition of teaching strategy and the purpose itself. It can help the teacher to gain the goals that have been determined in the learning.

Various Teaching Speaking Strategies. Teachers nowadays have to develop teaching strategies to attract students' interest in learning English. Yuliandari (2013) said that "the teacher's strategies are a chance, but strategy helps teachers in teaching process and help students understand the materials in learning process" (p.18). In order to support students' understanding of learning, various strategies are needed in the class. Every teacher may have different ways, depending on the background of students or school especially if students have a basic level of English language. Hence, the teacher should provide a variety of strategies to better help students improve their abilities.

Communicate in oral way. Speaking strategies have been identified by Douglas (2007) so that students can communicate in oral way;

Asking for clarification (what?); asking someone to repeat something (huh?

Excuse me?); using fillers (uh, I mean, well,) in order to gain time to

process; using conversation maintenance cues (uh-huh, right, yeah, okay, hm); getting someone's attention (hey, Say, So); using paraphrases for structures one can't produce; appealing for assistance from the interlocutor (to get a word or phrase, for example); using formulaic expressions (at the survival stage) (how much does cost?) How do you get to the?; using mime and nonverbal expressions to convey meaning (p. 332).

The above strategies can be used by teachers in order to make their students practice during speaking activities. The students can also apply these strategies and feel more confident. Based on the research workshop conducted by Melendez, Zafala, & Mendez (2014), researchers tried to use Douglas's strategy (2007) to help students practice speaking. The result is students become more enjoy and feel more confident when practicing speaking.

Circumlocution. Mendez and Marin (2007) found that another strategy to describe unknown words is circumlocution. For example, a synonym of the sentence; an item you use to sit down for mentioning chair. Circumlocution allows learners to express unknown vocabulary using other means through the use of descriptions and explanations Worden (2016) defined that circumlocution is a communication strategy that uses descriptions, concepts, objects, places or actions to define the target vocabulary when the target vocabulary is unknown.

Code-switching. In order to support effective communication, code-switching is used as one of the strategies in learning English. In supporting communication and exploration, code-switching can be used to assist the student to learn in the classroom (Setati, Adler, Reed & Bapoo 2002). Code-switching can

be one of the strategies when students do not understand when learning English takes place. Those speaking strategies above can be a reference that is needed by the teacher.

In addition, communicative activities are designed to improve students' fluency. Fluency of students in speaking can be created by providing supportive classroom activities such as; students must use communication strategies, negotiate meaning, correct misunderstandings, and work to avoid communication breakdowns (Richards, 2006).

The Challenges in Teaching Speaking. In teaching English, teachers must have their own challenges. The challenges faced by teachers may be the same or different, depending on how the teachers face the challenge.

Internal challenges. The potential challenge was reviewed by Ahn, (2011); Ghatage, (2009); Kuchah, (2009) and Littlewood, (2007) namely, "teachers' low proficiency levels, or their lack of confidence in their ability". It will be one of the obstacles in teaching English and become the limitations of teachers in supporting learning in schools due to lack of confidence and competence. Another challenge is concerned with teachers' self-efficacy. Liu (2007) pointed out that the level of linguistic ability is highly appreciated in the profession of the teacher, such as the ability to speak with accents like native-speakers. This shows that teachers often feel inferior because they cannot reach that ability.

The term of self-efficacy has been defined by Bandura (1997) to mean a person's belief to perform an action successfully with their abilities. In the previous research, Chen and Ghoh (2011) investigated that "the biggest

challenges to oral English teaching in China is the teachers' low self-efficacy with regard to their oral English proficiency” (p. 12). Furthermore, Cheng illustrated the challenge in teaching English in China that teachers are less prepared for learning materials and less qualified in methodology than their counterparts elsewhere (as cited in Fareh, 2010, p. 3601).

External challenges. Carless (2004) argued that local choices are for orderly and quiet classes, the noise generated during speaking activities can be a problem. Another challenge that teachers get is because teachers only receive basic training in theory that supports and practical applications, teachers may struggle to implement it efficiently (Butler, 2005; Littlewood, 2007). Li said that teachers complained that there were insufficient funds for the facilities and equipment needed for student-centered teaching in South Korea (as cited in Copland, Garton, and Burns, 2014, p. 740). Student-centered content delivery methods require students to be responsible for learning by being actively involved in process learning not only passively receiving information and giving students the opportunity to control their learning (Slunt & Giancarlo, 2004).

To conclude, the literature shows that the challenges in teaching English include low proficiency level, lack of confidence, self-efficacy, less preparation, noise during speaking activity, lack of training, and insufficient funding for facilities and equipment. This helps the researcher to realize many challenges faced by an English teacher. Hence, the teachers need a strategy in teaching to assist them in achieving predetermined learning objectives.

Tourism

The discussion is divided into three parts, namely definition of tourism, tourism development, and teaching speaking for tourism.

Definition of Tourism. Basically, tourism is traveling away from home to a new place and to interact with new people (Sharpley, 2014). A study done by Williams & Lawson (2001) found that tourist attractions or industries can operate because it consists of tourists, business, and environment or community. Tourism can run due to support from the government and local people. As such, the benefits can be perceived by the residents. As one of the impacts of tourism in the community, the quality of life can be improved or maintained (Williams & Lawson, 2001). McCool, Martin, Perdue, Long, & Allen noted that "residents generally reported positive attitudes regarding tourism and economic improvement, more recreation and park opportunities, improved quality of life, improved appearance, encouragement of cultural activities and other items" (as cited in Andereck & Vogt, 2000, p. 28). On the other hand, residents in the vicinity of tourism should be ready for new people who come to their places. The potential of tourists from abroad requires local residents to be able to communicate fluently in the international language (Hajarrahmah & Daniels-Lianos, 2017).

The existence of some sense of tourism shows that tourism is closely related to the environment and community. It is shown by the contribution of local residents who have a positive impact on the economy of the population. The challenge is the citizens who are not ready to face new people to their place.

Therefore, the role of government is also needed in supporting local residents in order to communicate well with the visitors so that tourism can be managed properly and successfully.

Tourism Development. The value of tourism has shifted from the value of the tourism economy to other values over the years, as citizens perceived from the development of tourism, in terms of improving the quality of life or welfare of life (Woo, Kim, & Uysal 2014). The benefits are widely discussed in the previous studies and it is all due to the development of tourism. Moreover, the United Nations World Tourism Organization (UNWTO) informs that tourism is still the fastest growing industry by reaching 5 percent in 2014.

According to APEC (2012), tourism is one of the most significant and growing sectors in the economy that is often regarded as an economic booster and growth. Indonesia is known as the Small Island Developing States (SIDS). Particia (2017) found that tourism is common in Indonesia, as it is located in the global south near the equator which provides a diverse advantage over other countries with less favorable climates. As a means to earn foreign exchange and create employment, Indonesia set a policy to develop the tourism industry during the last five decades (Erb, 2015).

In fact, the development of the tourism industry has increased the number of tourism areas in both rural and urban areas. Suwanto illustrated tourism village as a tourism area that presents the original atmosphere of a village, the terms of layout or building, lifestyle and culture, and daily life (as cited in Amerta, 2017 p.21). Amerta (2017) also argued that “the development of rural

tourism is synonymous with the development of community-based tourism by utilizing the potential of local wisdom, small-scale, environmentally friendly, and can provide benefits to society, both economically, socially, and culturally” (p. 22).

Teaching Speaking for Tourism. In preparing the community to be able to communicate with English is not easy. One of the ways that can be used is to focus on teaching what is needed. For tourism students, speaking is crucial skills to be mastered. As mentioned by Prachanant, Pinelopi, & Li in the studies of language use in tourism industry, speaking gain more attention in exploring language skills (as cited in Khoirunnisa, Suparno, & Supriyadi, 2018, p. 38). Thus, teaching English for Specific Purposes (ESP) is needed in order to help students increase their speaking skills in tourism purposes. Khoirunnisa et al. (2018) defined that ESP is an approach designed for the specific needs of students in a particular profession or discipline towards the language of learning.

Therefore, the selection of material is also considered achieving a learning goal. One of the basic processes in designing an ESP program is to analyze needs. This must be determined to know the purpose of learning the language (Ulfa, 2015). Qin, (2013) suggested that teachers need to use several strategies in teaching English for tourism such as: clarifying teaching goals; updating teaching methods and concepts; defining teaching goals; applying student-centered; combining curriculum with book selection with local culture and appeal; and increasing cooperation with companies. Hence, the teacher must be aware of the compatibility of the material, strategy, or method that will be taught to students

with specific goals in order to achieve the goals needed by the tourism students or community.

Review of Related Study

There are four studies that are discussed. Firstly, the study is from Azizah (2017) related to strategies in teaching speaking and challenges. Secondly, the study was done by Safrianti (2018) which explored teachers' strategies in teaching speaking skills and students' perception toward teachers' strategies. The third study is from Khoirunnisa, Suparno, and Supriyadi (2018) which studied ESP teacher's and students' perceptions of teaching speaking for a tourism program. The last one is from Lourdunathan and Menon (2017) which studied the interaction strategy training influenced students' speaking skills including group interaction and task performance

The first study was conducted by Azizah (2017) in one of the private universities in Indonesia. This research aimed to carry out the kind of strategies used by pre-service teachers in teaching speaking and the challenges they face in employing the strategies. The researcher used a qualitative research design for the approach. This study had five students as participants. The results showed that some speaking strategies were used by the pre-service teacher, including drilling, discussion, presentation, role-play, and games. Moreover, the pre-service teachers also faced five challenges in teaching speaking. These challenges were related to time, conducive learning environment, students participation, students ability, and students vocabulary.

The second study was conducted by Safrianti (2017). This research attempted to ascertain teachers' strategies in teaching speaking skills and to investigate the students' perception of teachers' strategies in teaching speaking skills in one of private universities in Indonesia. The qualitative research method was conducted in this research. This study involved two lecturers and three students as participants. The finding showed that the strategies were used by the lecturer to improve students speaking skills were group discussion, group presentation, brainstorming, and role-play. In addition, role-play and group presentation could improve the students' confidence in speaking related to the students' perception toward the teachers' strategies.

The third was conducted by Khoirunnisa, Suparno, and Supriyadi (2018) in a private Vocational Secondary School in Indonesia. The study wanted to look into the teacher's and students' perceptions of teaching speaking for tourism program in English for Specific Purposes. A qualitative approach was applied in this study using a semi-structured interview. Eight males and females Tourism students and their English teacher were contributed to this research. The results showed the importance of teacher-student collaboration to improve the quality of the ESP program. This study also showed that English for tourism fosters students' speaking skills. In addition, this study found that related to teaching methods, discussions and presentations seemed effective because they could stimulate students to speak actively.

The last study was conducted by Lourdunathan and Menon (2017) in University Technology MARA. This study examined how the interaction strategy

training influenced students' speaking skills including group interaction and task performance. Quantitative research method was conducted in this research. Ten groups of Diploma level students consisting of 4 members were selected to be the subject of this study. The results of this study revealed explicit instruction in interaction strategies to increase group interaction, more frequent and varied interaction strategies, vocabulary or limited language skills affected the effectiveness of interaction strategies and peer support, and cooperative learning could motivate students to contribute more to group interaction.

To sum up, the three types of research have similarity in finding what strategies are used to teach English but the third research focuses on the teacher and students perceptions towards teaching speaking for tourism program. However, the last study employed quantitative method while this study uses qualitative method. In terms of participants, the previous study had pre-service teachers and lecturer who already knew the theory of teaching correctly. By contrast, this study will examine the English teacher volunteers who may not come from the education department. Furthermore, this study focuses on teaching strategy implemented by the volunteers in language and tourism village to enhance the citizens' English-speaking skills.

Conceptual Framework

According to Miles and Huberman (1994), a conceptual framework represents either narrative or graphically forms about the concepts or variables which are key factors that must be learned. The study aims to explore teaching strategies implemented by volunteers in language and tourism village in Tayuban

and to find out the challenges in teaching English that are faced by the volunteers. Indonesia has developed many places of tourism and the residents should be able to communicate well with the visitors (local or foreign tourist). Therefore, it takes English training such as English teaching conducted in a tourism village in Tayuban.

Based on the literature review and the review of related studies, there are nineteen strategies that can be used to teach speaking. According to Douglas (2007), there are some speaking strategies including asking for clarification, asking for someone to repeat something, using fillers, using conversation maintenance cues, getting someone's attention, using paraphrase for structures one cannot produce, appealing for assistance from the interlocutor, using formulaic expression, and using mime and nonverbal expression. Mendez and Marin (2007) found another strategy which is circumlocution. Code-switching is used as one of the strategies in teaching speaking (Setati, Adler, Reed & Bapoo 2002). The next is communicative activities (Richard, 2006). The other strategies are drilling, discussion, presentation, role-play, and games by Azizah (2017). The next strategy is brainstorming by Safrianti (2017). The last is interaction strategy by Lourdunathan and Menon (2017).

Furthermore, the teachers faced challenges in teaching English for speaking; one of the challenges is teachers' low proficiency level by Ahn, (2011); Ghatage, (2009); Kuchah, (2009) and Littlewood, (2007). Then, teachers' self-efficacy could be one of the challenges as pointed out by Liu (2007). Next, Chen (2011) stated that less preparation and less qualified in the method are the challenges in

teaching English. The other challenges is Noise during speaking activities by Carless (2004). Then, teacher receive lack of training (Butler, 2005; Littlewood, 2007). The last one is insufficient funding for facilities and equipment (Copland, Garton, and Burns, 2014, p. 740).

Meanwhile, this study is different from other studies because the participants of this research are volunteers who are mostly not from educational majors. Thus, they will have difficulty in determining learning strategy in teaching English. Therefore, the mentioned strategies can be used by teacher volunteers to support the English learning process. The conceptual framework is presented in the following figure.

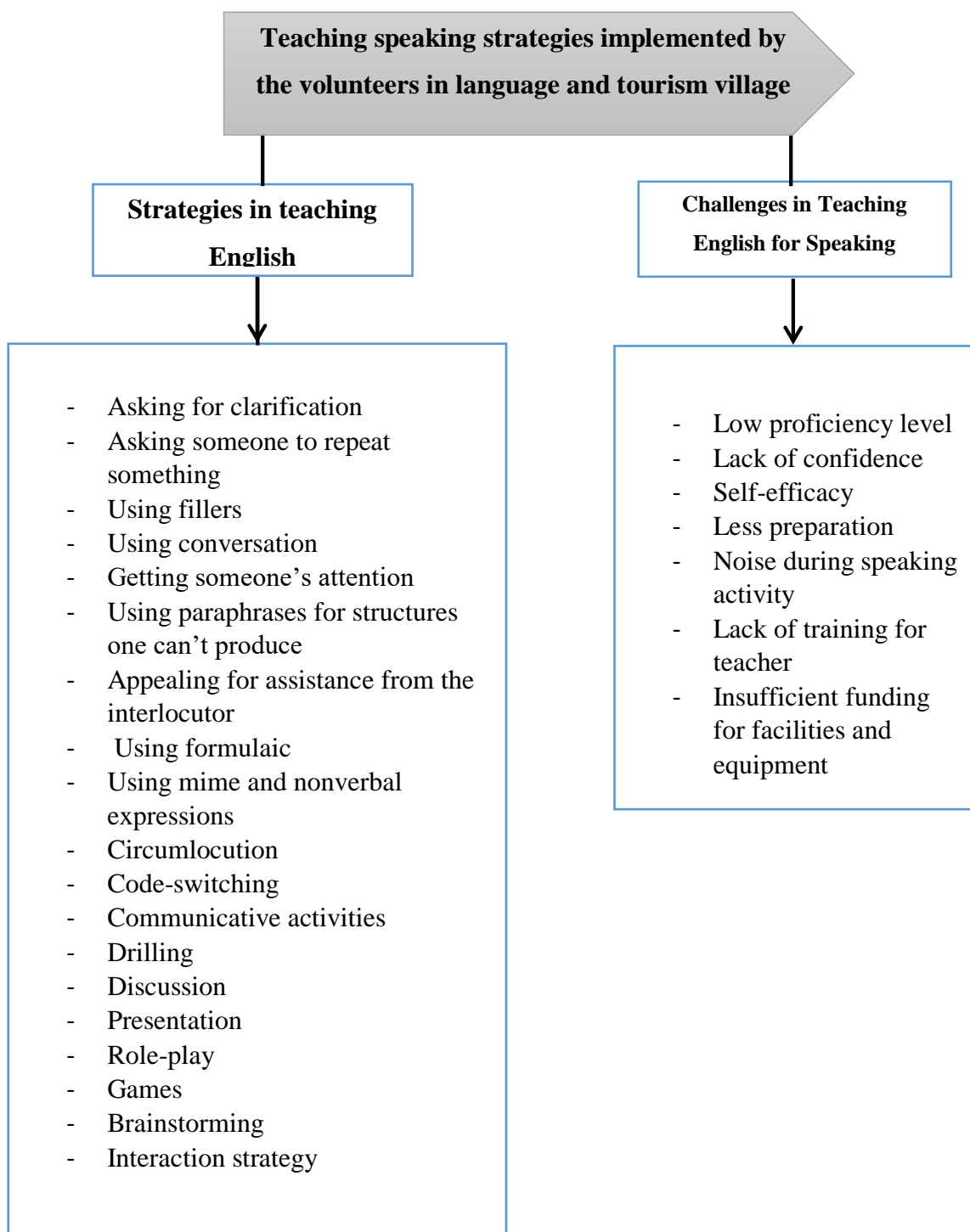


Figure.1 Conceptual Framework