

TEACHERS' STRATEGIES IN TEACHING ENGLISH TO GRADE X STUDENTS AT MAN 2 KOTA PALU

***Andi Nurfadillah¹⁾, Mawardin M.Said²⁾, Mashuri³⁾**

^{1,2,3)}English Education Study Program, Teacher Training and Education
Faculty Tadulako University, Palu

[*nurfadillahandi08@gmail.com](mailto:nurfadillahandi08@gmail.com)

ABSTRACT

The purpose of this research are two folds: to find out the teaching strategies used by the English teacher at MAN 2 Kota Palu, and to identify the reasons of implementing the strategies in the classroom. This research used qualitative research design. The participant of this research were two English teacher. In collecting the data, the instrument used were observation and interview . the data analyzed by using descriptive analysis. The findings showed that there were some teaching strategies used by the teachers in teaching English. The strategies used by the teacher in teaching English were: (1) the use of video like writing recount text and favorite song (by relying on learning topic), (2) reading text book, (3) translation (by looking up dictionary), and (4) asking question. The main reason reason of implementing teaching strategies was, they wanted to make the students active in the class. The basic consideration as an active facilitator in choosing the teaching strategies was to make classroom atmosphere that can make the students interact freely with each other in achieving learning goals.

Key words: *teaching English; teachers' strategies; achieving*

INTRODUCTION

Having strategies for teaching is part of teachers' responsibility. Based on the Indonesian Law of Teachers and Lecturers (2005), teacher profession is carry out for the people who have suitable competence needed for their job; responsibility for the professionalism and income based-performance; opportunity to develop in a sustainable manner of lifelong learning; and authorize the professional organization to regulate the task of teachers. In short, strategize the way of teaching is part of developing teachers' professionalism. It is similar to the opinion of Tanang (2014) that teachers are challenges to improve their professionalism by overcoming their current problems and adapting to the technology revolution through a variety of strategies.

Teacher should have strategy on teaching English. Strategy generally involves sitting goals, determining actions to achieve goals of teaching. A strategy describes how the ends (goals) will be achieved. In addition, Allen (2003) stated that strategy is the method used to deliver information in the classroom, online, or in some other medium. There are many strategies that we can choose from several teaching strategies in the classroom. Therefore, the researcher chooses the title to know the teaching strategy. This is generally tasked with determining strategy. Strategy can be intended or can emerge as a pattern of activity as the organization adapts to its environment or competes. It involves activities such as strategic planning and strategic thinking.

A teaching strategy comprises the principles and methods used for instruction. The choice of teaching strategy or strategies to be used depends largely on the information or skill that is being taught, and it might also be influenced by the learning style, aptitude, skills, and enthusiasm of the students. Teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future (Armstrong, 2013). Teaching strategies identify the different available learning methods to enable them to develop the right strategy to deal with the target group identified.

In teaching English, choosing a learning strategy that suits the needs of students in very beneficial. Teacher should apply the interesting strategies in the classroom, so that the students can understand well and faster about what they are learning. According to Richards (1986), strategy means a plan, step or conscious action taken by the learner to make learning easier, faster, more

enjoyable, more self directed, more effective and more transferable to new situation. Teachers need to choose and determine the teaching strategy that is in accordance with the abilities, potentials, interest, talents, and needs of various students so that optimal interaction occurs between teachers and students, as well as between students and students. Based on that case, the researcher conducted a research to find out the teachers' strategies for teaching English at MAN 2 Kota Palu. It's focuses on how the strategies are applied by the teachers to teaching English.

METHOD

This Research used descriptive qualitative because the researcher described condition or state of phenomenon. Miles & Huberman (1994) state that qualitative research is conducted through an intense and/or pronged contact with a "field" or life situation. This research conducted in descriptive study by using qualitative research that focused in teachers' strategies in teaching English. It describes the techniques used by the teacher and describes the problems faced by the teacher. The subject of the research was English teacher of MAN 2 Kota Palu. The interview was gathered data by interviewing an English teacher at MAN 2 Kota Palu to gained the information about teacher's strategies in teaching English. In this research, the researcher used the technique of semi-structured interview. The researcher used interview to get about how the teacher applies their strategy to teaching English at MAN 2 Kota Palu. The researcher each interview spent for 25-35 minutes and recorded with participant permission. The researcher make a list of questions for English teacher. The interview was conducted in Bahasa Indonesia. After conducting the interview, the researcher conducted an observation to confirm teachers' answer at the time of interview. In the opinion of Kawulich (2005), observation refers to a away of generating data that involve the researcher immersing herself in research setting and systematically observing dimensions of that setting, interactions, relationships, actions, events, and so on. In this case, the researcher analysis the activity in the class based on teacher's answer in interview. An interview in qualitative research in conversation where questions are asked to elicit information. The interviewer is usually professional or paid researcher, sometimes trained who poses questions to the interviewer, in an alternating series of usually brief questions and answers. The instrument of data collection were interview questions. Interview questions focused on teacher's strategies in teaching English and the

problem faced by the teacher in teaching English. The observation checklist consisted of all teacher answer. It was used to confirm teachers' answer from the result of interview. The teacher was observed by researcher using the observation checklist. The teacher only gave checklist in column based on the activity in the classroom. In analyzing the interview data, the researcher used the several steps :

1. Transcription

In this step, while reading the transcript collected from interview session the researcher focuses on the strategies that most teachers used and the problem faced by teachers in implementing the strategy.

2. Description

In analyzing the interview data, the researcher attempted to identify any information gained as the result of interview by interpreting the descriptive summaries of what teacher done.

FINDINGS AND DISCUSSION

the researcher present the result on the instrument used in this research. Researcher used interview and observation to find out teachers strategies in teaching English and find out problems faced by grade X students at MAN 2 Kota Palu. The researcher analyzed the data with descriptively presented below.

This is to describe the factors that cause problems faced by class X MAN 2 Kota Palu teacher. At this stage, the data collected by using interview and observation. Before researcher conducted interview with teacher and doing observation, the researcher asked permission to conduct the research at the school. The researcher was directed by the teacher to conduct interview after the lesson began. After finishing the interview with the teacher the results the interview is a transcript. Meanwhile, the result of the interviews were analyzed through descriptively.

Teachers strategies on English Learning classes according to the result of interview that have been conducted with English teachers about the strategies used in teaching English in classes. There are several strategies used by the teacher in teaching depending to the material used.

Table 1- Strategy Information

No.	Coding	Information
1.	T1	Teacher (FQ)
2.	Sk	Writing
3.	St	Writing: Planning, Drafting, Editing

4.	Mt	Simple past tense, recount text
----	----	---------------------------------

Table 2- Strategy Information

No.	Coding	Information
1	T2	Teacher 2 (NA)
2	Sk	Listening and Speaking
3	St	Song
4	Mt	Favorite song

This strategy can help students understand the lyrics or vocabulary in a song. But this strategy can not function properly if students do not really and not carefully listening.

1. Doing Diagnostic Assesment

Diagnostic assessment was done starting the teaching and learning process. FQ and NA as an English teacher said her first strategy is diagnostic assessment.

NA Evaluating the media, activities, and material used for learning, also Using Google forms to make a questionnaire about how students feel about English Learning, and how teachers respond to their struggles.

FQ looked for suitable and reliable materials. For instance, she searched on YouTube several examples of recount text that were not too long, had clear audio and visuals, and met the structure of recount text well.

2. Implementing Discovery Learning

The teacher implemented several activities during her teaching where the material was about recount text. It included gave students with short reading example searched from Google, asked students to observe and make note, gave students a video example searched from YouTube, gave a project to write a recount text and present it, and gave feedback so students corrected their projects based on the feedback given. During this time, the students were free to ask anything the do not understand.

NA did not implement this strategy. She focused on giving students the overall material information. It included by websites and spoken video explanations.

3. Applications Used by teachers

FQ and NA used some technologies to support their class learning. the applications used Google Classroom, YouTube, google, and Google forms.

As for the material, FQ searched it on YouTube or Google search engine, she used Google Classroom to post materials, assignment, task submissions and giving feedback.

NA used Google Classroom as a platform to hold teaching and learning activities. Such opening the class, posting materials, assignment submissions, etc. For the material, she search it on YouTube. Most the materials she chose were made by English teachers to be reliable enough to give to her students.

FQ and NA used Google forms to make quiz or survey.

In the current Covid-19, MAN 2 Kota Palu situation, the time of for teaching and learning is limited for each lesson. Normality is 90 minutes, but there is still transition period from COVID-19, so the time for teaching become 50 minutes for each lesson. This research was conducted qualitatively, especially using descriptive qualitative approach. In collecting the data researcher used observation and interview.

Before conducting this research, the researcher ask permission from the teacher to do an observation. The researcher made observation three times. During the observation, the researcher followed the English teacher when teaching in the classroom. In every meeting, the researcher introduced herself and told the students about purpose of her presence, because classes always different. The result of this research were focused on teachers strategies in teaching English. The researcher analyzed the other strategy used was the combination of online and offline learning models called blended learning. it was good strategy to implement in rural area since most students were not familiar with online learning. It help to create a new habit without making students feel overburdened slowly. Based on Lalina and Dangwal (2017), blended learning also provides many benefits, such as creating a cooperative and creative learning environment, getting technological skills without losing the actual social interactions, providing more scope for communication, and the course content are updated.

Meanwhile the discovery learning used by FQ is similar to Anderson (2008) constructivist teaching strategy. The researcher plays a role as a facilitator who leads students to find and construct their understanding. Here, the actual information is not directly given by the teacher. Students should construct it by observing, analyzing, and concluding the examples, assignments, activities, and project. This strategy is application for both online and offline learning. in online learning, all the process occur in communication technologies since teachers and students are at a distance.

Even though the teachers already used some strategies, English online learning in the school was still problematic. The main reasons was the lack of access to technologies. Besides, there were other challenges faced by the two English teachers. First was less support from the parents. This issues is similar to the study did by Sari and Maningtyas (2020), were parents showed less awareness and management of their children's learning. It happened due to some reasons such as limited time and abilities to accompany their

children's learning. The following issues were related to social influences were the students lived and students' personal interests. The flexibility of learning causes students to be less aware to their school learning to focus more on their society and personal interest. Less awareness was shown into behaviors such as not punctually attend the class or out due assignment submission (Atmaja and Nugroho, 2020).

The challenges could significantly affect the effectiveness of learning in classroom, so other strategies to minimize the effect were implemented. To deal with limited time to access, NA came with the idea of involving peer tutors. In several benefits; for instance, students will not overburden when they learn from their friends. As for the students who teach their friends, they can strengthen their understanding as well. It is related to the strategy of managing behavioral issues proposed by Stavredes (2011). The teacher facilitated those who have co-instructor personalities by having personal space to discuss and communicate the course by involving peer tutors. As they tend to like sharing their ideas and work voluntarily, they can also help the other students who have different personalities. It was very good strategy, but teacher should always supervise them so that will not get wrong.

Moreover, the other strategies that were implemented included using school facilities, asynchronous learning, and parents counseling. Students could use the school facilities since they could not fully rely on the online platform. It was beneficial, especially for those who did not have the technologies such as hand phone or laptop. Meanwhile asynchronous learning is not a real-time learning so learners can follow the activity at any time (Mandar and Willis, 2004). asynchronous learning is very flexible to facilitate the students who had other focuses such as having a job. Lastly, by regularly communicate with parents, the school and teachers tried to involve parents in in the process of online learning are achievable and potentially affective ways to maintain the flows of leaning (Bhamani, et.al., 2020).

In conclusion, the English teachers in the school has been implemented some practical strategies in classroom learning, faced various challenges, and capable to set other strategies to cope with the challenges. They met the criteria of professional teachers based on the Indonesian Law of Teachers and Lecturers (2005) and Tanang, Djajadi, Abi, and Mokhtar (2014), who are able to overcome the current problems and adapt to the technology revolution through a variety of strategies.

The researcher result indicate that the English teachers of the school used some strategies in implementing in the class. First, both FQ and NA implemented diagnostic assessment before start teaching their class. This strategy aimed to deeply look at students' needs toward the materials, media, and strategy to deliver it. Second, NA used blended

learning, which is a combination of online and face-to-face learning. Online learning was for the students who had proper access to communication technologies, while face-to-face learning was for the students who did not have adequate communication technologies. Meanwhile, FQ did not implement blended learning. She fully relied on luring to hold her teaching. In class learning, she used discovery learning as the strategy. FQ let her students construct their own understanding by facilitating them with some activities and giving feedback at the end of learning.

The researcher used technologies in implementing their strategies of teaching class that can be categorized into three. First NA and FQ used YouTube for a ready-made video to be shared and Google search engine to provide the students with written materials and examples. Other technologies were management technologies which include WhatsApp, Google Classroom, and google form. Both NA and FQ used WhatsApp and Google Classroom to hold their learning activities.

It included sharing the material, giving instruction, also the questions and answer section. Meanwhile, they used Google form for quizzes and attendance lists. Lastly, Google form is also a professional development technology since it was used to make diagnostic assessments to improve the learning quality.

Along with the implementation of the strategies, the teachers also faced some challenges. The main challenge faced by both the teachers was the lack of access to information technologies. Some students did not have hand phone or laptop and internet data, even sometimes the connection was not stable. NA also said that social influences affected students' attention in learning. Some of them spent most of their time with their older friends. Besides, students' personal interests such as having a job cause them to showed low awareness in study, such as not punctually attending the class and out due submission. All these challenges were influential to the effectiveness of strategies

Due to influences the challenges, the teachers implemented some other strategies to cope with them. NA personally involved peer tutor to deal with problems includes access to information technology and managing students' behavioral issues. She asked some students to teach their friends who could not understand.

CONCLUSION

From the result of the research that has been discussed in previous section, the researcher concludes that the strategies commonly used in teaching English are metacognitive strategy, QAR strategy, and freewriting strategy. The former eases the teacher in recognizing the students' comprehension about the foreign language, help students in understanding the learning skills that they are required to have in their classroom. The later makes the students learn not only from the teacher but also from their friends, and this strategy creates the active classroom atmosphere. Furthermore, the mentioned strategies were beneficial to both the teacher and the students in the classroom.

REFERENCES

- Anderson, T. (2008). *The theory and practice of online learning second edition*. AU Press. Canada
- Journal of Education and Educational Development*. 7(1). 09-26. Doi: <http://dx.doi.org/10.22555/joeed.v7i1.3260>
- Broughton, G., et.al., (2003). *Teaching English as a foreign language*. Routledge. New York.
- Challenges. (2021). *Cambridge Dictionary*. Cambridge University Press. Retrieved April 3rd 2020, from <https://dictionary.cambridge.org/dictionary/english/challenge>
- Cohen, L., Manion, L., & Morrison, K., (2005). *Research Methods in Education*.

- RoutledgeFalmer.
- Creswell, J. W., (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. Pearson.
- Creswell, J.W., (2014). *Research Design; Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications
- Dorgu, T. E. (2015). Different Teaching Methods. *Science Publishing Group*, 1(6), 77- 78.
- du Plessis, P., (2014). Problems and Complexities in Rural Schools: Challenges of Education and Social Development. *Mediterranean Journal of Social Sciences*.
Doi:10.5901/mjss.2014.v5n20p1109.
- Fajriah. (2017, December). Improving Teaching Strategies Through Students' Reflection. *SUKMA: Jurnal Pendidikan*, 1(2), 301-327.
- Fry, H., Ketteridge, S., & Marshall, S. (2009). *Teaching and Learning in Higher Education*. York: Routledge.
- Gill, A., & Kusum. (2017). Teaching Approaches, Methods, and Strategy. *Scholarly Research Journal for Interdisciplinary Studies*, 4(36), 6692-6697.
- Hardan, A. A. (2013). Language Learning Strategies: A general Overview. *International Conference on New Horizons in Education* (pp. 1712-1726). Iraq: Elsevier Ltd
- Kaplan, R.B. 2000. Why is English a Global Language? Problems and Perplexities. In H.W. Kam and C. Ward (Eds). *Language in the Global Context: Implications for The Language Classrooms*. Singapore: SEAMEO RELC.
- Lavadez, M., (2010). From Theory to Practice for Teachers of English Learners. *The CATESOL Journal*. 22(1). pp.18-23.
- Pardede, P., (2012). Blended Learning for ELT. *Journal of English Teaching*. 2(3). 165- 178.
ISSN: 2080-9628
- Pritchard, A., (2007). *Effective teaching with technologies; pedagogy and practice*. Paul Chapman Publishing. London.
- Renandya, W. A., & Widodo, H. P., (2016). *English Language Teaching Today Linking Theories and Practice*. Springer International Publishing Switzerland. DOI 10.1007/978-3-319-38834-2
- Sadeghi, M., (2019). A shift from classroom to distance learning: advantages and limitations. *International journal of research in English education (IJREE)*. 4(1). 80- 88.
DOI:10.29252/ijree.4.1.80
- Sanchez, C. A. (2017). The Use of Songs in The English Language Teaching-Learning

- Process. *International Congress on the Didactics of the English Language Journal*, 2(1).
- Seidman, I., (2006). *Interviewing as Qualitative Research; A Guide for Researchers in Education and the Social Sciences*. Teachers College Press.
- Shi, H. (2017). Learning Strategies and Classification in Education. *Institute for Learning Styles Journal*, 1, 24-36
- Silverman, D., (2013). *Doing qualitative research*. SAGE Publications Ltd. London.
- Smedley, J.K., (2010). *Modeling the impact of knowledge management using technology*. OR Insight (2010) 23, 233–250.
- Suartama, K. (2014). *E-Learning Konsep dan Aplikasinya*. Bali: Ganesha University of Education.
- Strategy. (2008). *Oxford Dictionary* (p.439, 4th ed.). China: Oxford University Press.
- Tanang H, et al., (2014). Challenges of Teaching Professionalism Development: A Case Study in Makassar, Indonesia. *Journal of Education and Learning*. 8(2), pp. 132-143
- Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru dan Dosen. Retrieved on January 15th 2020 from <https://ppg.kemendikbud.go.id/download/undang-undang-republik-indonesia-nomor-14-tahun-2005-tentang-guru-dan-dosen/>
- Wertz, F. J. et al., (2011). *Five Ways of Doing Qualitative Analysis*. The Guildford press.
- World Health Organization. (2020). *What is Coronavirus*. Retrieved from <https://www.who.int>
- Wotto, M. (2018). E-learning, M-learning and D-learning: Conceptual Definition and Comparative Analysis. *ResearchGate*, 15(4), 191-216.
- Yani, Fitri, 2016. *An Analysis of Teachers' Teaching Strategies and Students' Different Learning Styles in English Teaching-Learning Process*. Thesis was not published. Cirebon: English Language Teaching Department Tarbiyah and Teacher Training Faculty Syekh Nurjati State Islamic Institute Cirebon.