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ANALYSIS ON TEACHER'S STRATEGIES IN TEACHING ENGLISH

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ABSTRACT

The purpose of this research was to describe the teaching strategies used by the teacher in teaching English and the reason why the teacher chose those strategies at MA Al-Mukhlishin Antibar Mempawah. The method used in this research was a case study. The data was collected through an interview. The result revealed that the strategies used by the teacher in teaching English were listening to a song, listening to story, making and performing dialogue, storytelling, role-playing, dictating, answering the quiz, and giving a review. The reasons why the teacher chose these strategies were because they were more effective to motivate the students and facilitate the teacher to approach the students personally so that the students become more enthusiastic in learning English. The teacher used different strategies depends on the material taught to the students.

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INTRODUCTION

As an international language English has been studied by all of the countries around the world, moreover English has become the second language of some countries. In Indonesia English has become a foreign language that studied by students since they were in Junior High School beside they also learn English from any other media such as television, magazine, gadget, games, etc.

In learning English, students are expected to be able to master all the language skills of English they are listening, speaking, reading, and writing. It is based on the goal of teaching English because in Indonesia English subject is taught as a foreign language at school so that students need to study harder to understand the English subject that is taught at school.

Nevertheless, many students still find it difficult to learn English, this problem common happen to the students in many schools in Indonesia, especially in Senior High School. This phenomenon certainly makes teachers have to work harder to make students understand English because every student has a different level of understanding in learning English, so the teachers must have an appropriate strategy in teaching English subject.

Every teacher has their strategy to facilitate their teaching process in the class, strategies are steps or actions taken to win a war, other definition of strategy is an effort to achieve the goal successfully. In the education context, J. R David as cited in Hamruni (2009, p. 1) stated that "strategy is a plan, method, or series of activities designed to achieve a particular educational goal". The teaching strategy has been defined by several experts, such as Kemp as cited in Hamruni (2009, p. 2) stated that "teaching strategy is a teaching activity that must be done by the teacher and the student so that the purpose of teaching reached effectively and efficiently". The other definitions stated by Kozma as cited in Hamruni (2009, p. 2), that "teaching strategy means an every selected activity, that can give a facility or assistance to the student to reach certain teaching purpose".

The researcher was interested in analyzing strategies that used by the teacher in teaching English at class X MIPA in MA Al-Mukhlisin Antibar Mempawah because the teacher who teaches that class has approximately nine years' experience and students under his guidance always get high scores in English subject beside from that activity the researcher obtained a lot of information about what to do in teaching English in the class and also as the references to the reader or future researcher.

METHOD

The researcher conducted qualitative research in the form of a case study. A case study is a descriptive and exploratory analysis of a person, group, or event. According to Yin (2018) case study is a research method which commonly used to investigate a phenomenon that is happening in real life. In this case, the researcher described the phenomenon that happened to answer the problem that has been stated in the research problem.

Johnson (1992) said that the prevalent data-collection methods in qualitative research are questionnaires, interviews, and direct observation. In this research, the researcher used the interview as a tool for data collection.

According to Kvale (1996, p. 174) an interview is "a conversation, whose purpose is to gather descriptions of the [life-world] of the interviewee" for interpretation of the meanings of the 'described phenomena'. Alshenqeeti (2014) stated that four types of interviews are frequently used in social sciences they are structured interview, open-ended (unstructured interview), semi-structured interview, and focus group interviewing. The researcher chose a semi-structured interview to gathered the data because all of the questions used already prepared beside the researcher could explore particular responses or themes further so that the data found processed easier.

In this research, the researcher added the document by interviewing with the class tenth English teacher of MA Al-Mukhlisin recorded using an audio recording. The researcher asked the teacher about the condition of the class and how does the learning process occurs. On the other hand, asked the teacher about the process of teaching and make a list of question which have a correlation with this research and also collected students sample work to get the data. The interview of this research focussed on teacher's strategies in teaching English such as the material, the media, and the techniques was used by the teacher and also the reason why the teacher chose those strategies in teaching English.

The researcher performed three steps of qualitative data analysis as proposed by Miles, Huberman, and Saldana (2014). They are data condensation/reduction, data display, and conclusion. Based on what has been written above the researcher investigated two problems they are teacher's strategies in teaching English and the reason why he chose those strategies.

Data reduction is done by summarizing field notes by separating main things relating to research problems, and then it is arranged systematically to describe and to make easy the data searching if sometimes it is needed anymore. Not all the obtained data of the research are important. It means that important information must be taken and unimportant information must be ignored. In process of data reduction, the researcher selected, focussed, and abstract the data in the field note. The data reduction is done during research activities. In this case, the researcher reduced information during the research activities if data is unimportant or did not support the data researcher's need.

Data display is used to know the entire description of the result. After it has been conducted, the researcher can draw a conclusion and verify it to be meaningful data it means describing data in the form of descriptive or narration. As the second component in analyzing data, this technique is used to arrange the information, description, or narration to conclude. By presenting data, the researcher

considered what the researcher should do. The researcher analyzed the other action based on his understanding.

In this study, conclusions are drawn continuously throughout the study. The researcher tends to accumulate and formulate his interpretation as he goes along.

FINDINGS AND DISCUSSION

Findings

After conducting the research the researcher got the data for the research finding. Before entering the class the teacher and students prayed together after that the teacher gave an overview of the material that will be taught to the students.

Before entering the class the teacher looked at the situation in the class if the class was not conducive yet or the students did not focus to the teacher in front of the class, the teacher directly gave them some advice that they must pay attention to the teacher because the teacher wanted to give them knowledge about the English material, the teacher also told them about hadith from prophet Muhammad that learning is one of obligation for everyone in this world, if the students still did not pay attention to the teacher reminded them to their parents at home that their parents want them to become a successful person in the future and the teacher asked them to not to make their parents at home disappointed after the class was conducive enough the teacher directly start to teach them as usual. This strategy is called a personal approach.

In teaching listening the teacher asked the students to listen to a song and story as the strategy of the teacher and media used was audiovisual or it could be seen from the table below.

Tabel 1. Strategies and The Media in Teaching Listening

No	Strategies	Media
1	Listen to a Song	Audiovisual
2	Listen to a Story	

In teaching speaking the strategies used by the teacher were dialogue, storytelling, role play and the media used were text dialogue and audiovisual. It could be seen from the table below.

Tabel 2. Strategies and The Media in Teaching Speaking

No	Strategies	Media
1	Dialogue	Text Dialogue
2	Storytelling	Audiovisual
3	Role Play	

In teaching writing the teacher used dictation, and questionnaires as the strategies for media are used the teacher chose whiteboard, marker, and prize. It could be seen from the table below

Tabel 3. Strategies and The Media in Teaching Writing

No	Strategies	Media
1	Dictation	White Board
2	Questionnaire	Marker
		Prize

In teaching reading the strategies used by the teacher was gave a review and gave a question while the media used were picture, text, and audiovisual. It could be seen from the table below

Tabel 4. Strategies and The Media in Teaching Reading

No	Strategies	Media
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1	Gave a Review	Picture
2	Gave a Question	Text
		Audio
		Visual

The teacher chose these strategies because it is more effective in giving motivation to the students and the teacher became easier to approach them so that the students became more motivated and more enthusiastic in learning English subjects.

Discussion

This part presents the discussion of the research findings. There are two research questions proposed in this study. The discussion focuses on the finding of the two proposed research questions. The first discussion is about the strategies that are applied by the teacher in teaching English. The second discussion focuses on the reason of the teacher used those strategies in teaching English.

The teacher used a different strategy in teaching English (listening, speaking, writing, reading) it is because the level of the material is different and the students' comprehension in every material taught is also different, Hamzah B (2008) stated that the teaching strategy is the means that will be used by teachers to select learning activities that will be used in the learning process because every teacher has their strategy in teaching subject to students in the class. That is why the teacher should use the appropriate strategy in teaching the students. From the interview found that.

The strategies used by the teacher in teaching listening listen to a song and listen to a story the teacher chose these strategies because through listening to a song the teacher expected this activity trained the students listening ability so that their ability improved and to attract students interest in learning listening the media used by the teacher is audiovisual. Previous research conducted by Kasim & Luwiti (2019) Explained that bottom-up and top-down strategy can also be used in teaching listening in the class is also supported by Gebhard (2000) in Mandarani (2016, p.192) stated that the top-down process refers to the prior knowledge to understand the information received.

Teacher's strategies in teaching speaking are dialogue, storytelling, and roleplay the teacher chose these strategies to make the students enjoy the material given and also felt relax in learning speaking, this finding reflects the result of the previous research by Mufid (2005) who explained that role play is an effective strategy and can help students to improve their speaking ability, this finding also reconfirms what Thornburry (2005) has explained that the strategies the teacher used help and encourage students to speak English as speaking activities need to maximize the production of language to provide the best conditions for autonomous language use and effective for improving students' speaking ability. The teacher chose text dialogue and audiovisual as the media in teaching speaking because through audiovisual the teacher expected it could enrich students' experience, knowledge, and improve their speaking ability.

Teacher's strategies in teaching writing are dictation and questionnaire by choosing these strategies the teacher expected the students more motivated in writing, other finding stated by Prabantoro (2017) he said that strategy in teaching writing makes the lesson visual and cooperative learning this findings confirmed by Matthews (2000) he said that the definition of writing is to produce something in written form so that people can read, perform or use it. The media used by the teacher in teaching writing were a whiteboard, marker, and prize by using these media expected the students to be more interested in learning writing.

Teacher's strategies in teaching reading are given a review and question by using these strategies expected that the students be more careful in reading, Wallace (1992, p. 7) stated that teaching reading is the process in English classroom where there is an interaction between the teachers and the students; the teacher guides the students to get meaning from the text passage, as stated by Ikhsan (2017) he proposed some alternative strategies taken from the experts that can be used in teaching reading they are visualization strategy, highlighting strategy, and anticipation guide strategy. The media used in teaching reading are pictures, text, and audiovisual so that students are more attracted to learning reading.

From the data above we knew that every material is taught with different strategy because every material has a different level of difficulty so that the teacher prefers to choose the strategies are considered more appropriate for the students.

The teacher chose those strategies because it is considered more effective in gave motivation to the students and the teacher became easier to approach them so that the students became more motivated and more enthusiastic in learning English. In other words, the teacher frequently used a personal approach in teaching the students so that the goal of teaching and learning is reached.

CONCLUSION AND SUGGESTIONS

Conclusion

This research investigated the teacher's strategies in teaching English and the reason why the teacher chose these strategies. The subject of this research is the tenth grade English language teacher. Data collections of this study were obtained from the interview. The findings of this study were based on the two research questions. From the previous chapters, the researcher concluded that:

- a. Strategies used by the teacher in teaching listening listen to a song and listen to a story, the media used is audiovisual.
- b. Strategies used by the teacher in teaching speaking are dialogue, storytelling, and role-play, the media used are text dialogue and audiovisual.
- c. Strategies used by the teacher in teaching writing are dictation, and the questionnaire and the media used are whiteboards, marker, and prize.
- d. Strategies used by the teacher in teaching reading are to give a review and give a question, the media used are pictures, text, and audiovisual.
- e. The teacher reasons' chose these strategies because it is more effective to motivate the students and facilitate the teacher to approach them personally so that the students become more enthusiastic in learning English.

Suggestions

There are several suggestions that the researcher gives based on the result of the study. The suggestion is described as follows:

- a. For teacher

Better for the teacher to find new strategies in teaching English along with the times beside to attract students' interest in learning English this is also could improve their English language skills. Nowadays the English language is used in most of daily life like television provide some international programs and phone also using English as their phone language indirectly these phenomena become learning media for students so that important for a teacher to adjust teaching strategies based on this phenomenon.

- b. For future researcher

For researchers who interest in teaching strategies, this research could become a reference for them. Besides, they also could discover new teaching strategies in teaching English based on what has been discussed in this research. Hopefully, these research findings could enrich findings related to the teaching strategies in teaching English.

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