# AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING ENGLISH

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*Abstract*

*This research was conducted to analyze what strategies the teachers have used in teaching English and what factors influence these strategies. This was a descriptive qualitative research for the English teacher of SMAN 1 Segedong. Data collection was carried out using interviews with an English teacher at the school. Data were analyzed using familiarization and organizing, coding and reducing, interpreting and representing. Based on research findings, there were five teaching strategies used by the teacher and three factor influence it. These strategies were discussion strategies, demonstration strategies, using electronic media as learning media, using games and providing reinforcement in the end teaching and learning process. There were three factors that influenced the teacher strategy in English at SMAN 1 Segedong. The first was the student factor which includes the background of the student's majors such as Science and Social Studies, and the student's condition in following the learning process. The second was the factor came from the teacher. This factor concerned the ability of teachers to use technology in supporting teaching strategy. Lastly, the facility includes how the learning tools are limited.*

**Keywords**: *teacher strategies, factor influence, teaching English.*

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## INTRODUCTION

English language already becomes one of international languages that must be learned by each person and it makes big influence for the whole aspect.

English language has big contributions for people to communicate and interact with each other from different countries. In educational world, it has its own meaning. For the students especially, English language is really needed to access knowledge like science, technology, art and culture. Knowing and mastering English language will give big benefits for students. To help students mastering it, teacher as educator who has great role in school needs strategy to support in teaching and learning process.

Designing good strategies will be one of the important ways to achieve teaching goals in schools. Teaching strategies are the approach chosen to provide learning material to students in a particular learning environment that consists of the design, variety and arrangement of activities that can convey learning skills to students (Colombo, 2012). Teaching strategies have a strong relation with learning purposes. It can be seen from the description of the behavior and competencies that must be possessed by students during and after class in the manner that must be taken to achieve these goals.

In the current curriculum, teaching strategies are not specifically presented, teachers can choose their own teaching strategies which are considered appropriate and effective to achieve learning objectives and the formation of student abilities. To facilitate the selection of teaching strategies, teachers must understand the learning objectives and competencies that students will take. Besides that the teacher must also understand the characteristics of the teaching strategies to be chosen while understanding the impact of the ability of the strategy.

In general, the form of teaching strategy are very diverse to be used. Teacher Centered Learning (TCL) and Student Centered Learning (SCL) are the most talked about strategy of teaching in the world of education. Both of them have advantages and disadvantages when is applied in the teaching and learning process. According to Ardian and Sudji (2015) Teacher Centered Learning (TCL) tends to act in one direction, namely giving material by the teacher. This teaching strategy makes students passive because the students only listen. Thus, it makes students lost their creativity. On the other hand, the teacher is also required to choose a teaching strategy that can stimulate enthusiasm each student to be actively involved in the learning experience. One of alternative teaching strategies that allow the development of the activeness of each student is Student Centered Learning (SCL).

In Indonesia, Student Centered Learning (SCL) is still a popular topic at this time, especially among people face to face learning which is indicated by and lots of discussion requests, lectures and training about SCL. Students Centered Learning means placing students as the center of activities study

(Trinova, 2013). Applying SCL  is an appropriate strategy  to help students in learning English language. It is designed to provide a flexible learning system according to student learning styles. Besides, SCL has appropriate objectives with curriculum 2013, which emphasizes the students to be active in learning process.

Based on the simple interview in the pre-research that has been done to one of  the English teacher at SMAN 1 Segedong as the participant, the researcher found  some  problems  faced  by  the  teacher  in  applying teaching  strategies  in English. There are still many students have low motivation to learn and follow learning process.  It seems when the students just make a little progress and learn English just for  passing the exam. In addition,  the  inadequate  teacher  to  use of media also be problem in this research. The English teacher does not know how to use technology well in teaching  and  learning  process. When  the  teacher  wants  to teach use the technology like Power Point, the teacher will ask the students help her to use it. In addition, learning support facilities also become problem in this school, which influence the  teaching strategy of the teacher.  This is what makes researchers want to analyze the teaching strategies that the teacher has implemented and find out what factors influence the teacher's strategy in teaching English.

## RESEARCH METHOD
This  research  was  conducted  using  descriptive  qualitative  method. This research was carried out at SMAN 1 Segedong. The subject of the research was an English teacher at the school.

Interview  was  the  only  one  technique  that  used  in  this  research  to  collect data.  The  interview  used  to  get  deep  information  about  the  teacher's strategies in teaching and the factors which influence the teaching strategies in teaching English. In this research, the interview was conducted a semi-structured interview, which includes a set of predetermined questions to briefly  guide  the  conversation  and  followed  the  semi  structured  interview guideline  suggested  by  Merriam  and  Tisdell  (2016).  There  are  interview guide  includes  a  mix  of  more  and  less  structured  interview  questions, all  questions  used  flexibly,  usually  specific  data  required  from  all respondents, largest part of interview guided by list of questions or issues to be explored, no predetermined wording or order.

The reasons for using a semi-structured interview in this research design were that questions were planned ahead of time. "One characteristic that all qualitative interview formats share is that the questions are typically open ended (cannot be answered with a yes or no or simple response) and the

questions are designed to reveal what is important to understand about the phenomenon under study" (Ary et al., 2010, p. 438). Besides, the interview questions were done by open-ended questions that has prepared to English teacher as participant. The questions must flow on the basis of the participant's response so that the rigidity during the interview can be avoided and the data will be more accurate. Analyzing data, the recording of the interview was firstly transcribed. After transcribed of interview data, the researcher analyzed the data using three steps proposed by (Ary et al., 2010). They are as follow; (a) Familiarization and Organizing. (b)Coding and Reducing. (c) Interpreting and Representing.

## RESEARCH FINDINGS AND DISCUSSION

The research results were obtained based on the two questions in this research. First, what strategies the teacher uses in teaching English, then the factors that influence strategies.

1.  Teacher strategies in teaching English at SMAN 1 Segedong
    There are five teacher's strategies that used in teaching English. Those are discussion and demonstration strategy, using electronic media as learning media, using games and providing reinforcement in the end teaching and learning process.
2.  Factors that influence the strategy
    There are 3 factors that influence the teaching strategy in English at SMAN 1 Segedong. The first is the student factor which includes the background of the student's majors such as Science and Social Studies, and the student's condition in following the learning process. The second is the factor comes from the teacher. This factor concerns the ability of teachers to use technology in supporting teaching strategies. And the last is the facility factor. This factor includes how limited the learning tools.

Several teaching strategies have been tried by the teacher. However, the strategy of demonstration and discussion have been deemed suitable to be applied to students in school. Consideration of the background of the student's majors, situations and conditions become the basis for determining the strategy that have been selected. This action must be done by a teacher who knows better about the condition of the students being taught. Because the teacher's job is not only to convey knowledge but also to help students to achieve learning goals well. This is in accordance with Brown's (2007) opinion regarding teaching strategies. Teaching strategies are particular solutions to a problem or task, operating methods for

24

achieving a specific goal, prepared methods for managing and manipulating the information.

In addition, these two strategies are able to help teachers realize the learning activities carried out by the curriculum 13. As it is known, this curriculum emphasizes student centered learning more (SCL). Discussion and demonstration strategies in their application in the teacher's strategies process can invite students to be more active starting from observing, asking, collecting, processing and communicating activities. The teacher's steps in implementing this strategy in this technique are in line with (Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No81A Lampiran IV Tahun 2013 in Implementation Curriculum 2013).

The teaching strategy is also inseparable from how the teacher chooses the material to be conveyed to students. The teacher's way of setting criteria when choosing material also needs to be considered. Materials easy to understand and simple are criteria for teachers in designing subject matter. This criterion, of course still has to be guided by the syllabus and RPP. Which still sees the learning objectives of the basic competencies, competency standards and predetermined indicators.

The use of electronic media as a teaching medium has also been applied by teachers. Even though the electronic media used are not very varied, the teacher's efforts in this case must be appreciated. Smartphone, laptop and projector are examples that she has brought technology into his teaching strategy. Based on the teacher's previous explanation of how the process she applied the media to the teaching strategy process, this is in accordance with what Herrel and Jordan (2012) intended in their steps to apply media as part of the teaching strategy in Students Centered Learning. For example when using the media, student centered learning activities such as observing, questioning, collecting, and associating communicating will make it easier for students to learn.

In addition to bringing electronic media into teaching strategies, teachers have implemented variations in the form of games. The teacher's actions are the right steps to take. As is well known, every student must have different levels of motivation and interest in learning. If this has decreased, the teacher needs to think about how to stimulate the motivation and interest of students in learning again. For that, the application of games here can overcome these problems and can be a way to help students get good teaching strategies and enjoy learning English.

The results showed that students became one of the factors that influenced the teaching strategy. It is because the teaching strategy must be in

accordance with the conditions and backgrounds of the students. If the teaching strategy has been well designed but the strategy does not significantly improve learning objectives, then the learning objectives cannot be achieved. Students from the Science and Social majors (IPA and IPS) have different abilities and ways of learning. Even within one class, the abilities and learning methods of students vary. For this reason, the steps of the teacher in considering the conditions and backgrounds of students are an effective way for teachers to create teaching strategies through the student centered learning (SCL) technique in accordance with the definitions expressed by Debora and Terry (2006). Because students are the main subject who are the recipients of the results of implementing these teaching strategies.

Students as a factor influencing teaching strategies can also be seen when students are passive and noisy in the teaching and learning process in class. These two student conditions will interfere with the learning process. For example, when the teacher would to deliver material with demonstration teaching strategies. What the teacher must pay attention to was how all students could listen to what the teacher said. If there were students who are noisy, of course this would disturb the concentration of other students to listen to the teacher's explanation. The presence of passive students is of course contrary to the Students Centered Learning teaching technique proposed by Norseha and Polin (2016). As is known, SCL is a teaching and learning process that focuses on students to be more active in learning. And this is in line with the 2013 curriculum. This problem is overcome by teachers to make students actively participate by inviting students to take part in discussions in teaching and learning.

The findings showed that the teacher strategy has not been maximized in using technology in the form of electronic media as a learning medium. This problem becomes a challenge for teachers if she are going to implement teaching strategies that use electronic media as a medium of learning in the classroom. This fact has been conveyed by Herrel and Jordan (2012) regarding challenges in the application of electronic media as a learning tool. It can be concluded that the lack of teacher motivation is due to their age and the teacher's assumption that using electronic media as a teaching strategy takes a lot of time. In implementing the teaching strategy, it needs to be supported by several facilities such us the learning media. In this case, visual learning media such as projectors are an obstacle for teachers to implement teaching strategies. This is in accordance  with Brown's (2002) explanation regarding the impact if learning facilities are not met, the learning objectives and result to be achieved are not in accordance with the plan. To avoid this problem, before implementing the teaching strategy in

class. The teacher must ensure that the projector is not used by other teachers. The steps taken by this teacher are as actions to avoid failing to implement teaching strategies that have been designed using projectors.

## CONCLUSION AND SUGGESTION

This research has shown that there are 5 teaching strategies used by English teachers at SMAN 1 Segedong. These strategies are discussion strategies, demonstration strategies, using electronic media as learning media, using games and providing reinforcement in the end teaching and learning process. There are 3 factors that influence the teaching strategy in English at SMAN 1 Segedong. The first is the student factor which includes the background of the student's majors such as Science and Social Studies, and the student's condition in following the learning process. The second is the factor comes from the teacher. This factor concerns the ability of teachers to use technology in supporting teaching strategies. And the last is the facility factor. This factor includes how limited the learning tools.

This study had been conducted to find out the teaching strategies used by the English Teacher at SMAN 1 Segedong. There are at least three important points the researcher delivers as suggestions for teacher, students and next researcher. First, teacher can use variety of teaching strategies, not just demonstration and discussion strategies. It is intended that students can experience learning with other strategies. Teacher should be able to increase the frequency of using learning media such as electronic media and add insight in the use of technology to balance the learning styles of students who are used to using technology. For students, they should be able to help teacher implement their teaching strategies by following all teacher instructions well. They also should be able to help teachers implement their teaching strategies by following all teacher instructions well and should bring a dictionary every English lesson, if the use of the dictionary application via smartphone is limited.For next researcher. Researchers hope that this research can provide information about teacher teaching strategies to future researchers. Then based on the problems experienced by the teacher in applying the teaching strategy, further researchers can help solve it.

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