CHAPTER I

INTRODUCTION

A. Background

As an English as a Foreign Language (EFL) teacher, the main goal is to increase non-native English speakers' language learning and ability. According to Oxford and Shearin (1994), a foreign language in this context refers to one that is learned during formal education. According to Sulistiyo (2009), many factors make teaching EFL in Indonesia challenging. Firstly, EFL teacher must teach big classes, frequently with more than 50 students. Second, not every student in an English class is motivated. English is an obligatory subject, which means that students must master the language to pass exams. Their time in English, on a different hand, is limited to about two hours each week. Students' poor motivation and limited English study hours are challenges for both teacher and students as learners. To achieve this, EFL teacher apply several types of teaching strategy that focus on involving students, increasing language development, and increasing effective communication skills.

The teaching strategy is one of the supporting aspects that will help the teacher' teaching process in the classroom. Teaching strategy have an important role in the process of teaching and learning. In addition to supporting teacher in increasing student learning activities, it is also possible for teacher to make the learning process in the classroom more effective and participate in making a useful effect on students. One of the most challenging responsibilities for a teacher is to analyze the teaching strategy that will be used with students for

teacher to choose excellent teaching strategy for students. A teaching strategy is also the approach that a teacher takes for a specific lesson and achieving its goals. It should be noticed that one teaching strategy that is effective for use in certain materials, is not necessarily effective for other materials. Teacher must deal with a broad range of student personalities and creative minds in the classroom. Therefore, as well as learning English, teaching has an impact on students' success in English lessons. English teacher selection of proper teaching strategy contributes to the development of an effective and focused language-learning process (Angelianawati, 2018).

According to Miswar (2020) suggestion in his research said that other researchers should be able to conduct this research in more locations and conduct research on strategy for teacher used by English teacher who play an important role in the teaching and learning process, and the results will be more profitable and can be applied in a broader area. So, the researcher decides to do research at MAS PPM Rahmatul Asri, which has a specific language class called MA Bahasa, and after some preliminary observations, the researcher found out that students at the school easily understand what the teacher taught in the classroom and most students are competent in English as evidenced by the achievements in various English competition. As a result, the researcher decided to find out about the teaching strategy employed by EFL teacher in the classroom that focus on language lessons, as well as the reasons why these teaching strategy were chosen by EFL teacher.

B. The focus of the Research

Due to the limitation of time, thought, and energy that be reached by the researchers, the problems in this research are limited to the teaching strategy used by EFL teacher in teaching English in Kelas Bahasa MAS PPM Rahmatul Asri.

C. Problem Statement

By the limitation of the problem above, the researcher formulates the problem statement as follows:

1. What are the teaching strategy used by the EFL Teacher in Kelas Bahasa of MAS Rahmatul Asri?
2. Why does the EFL Teacher in Kelas Bahasa of MAS Rahmatul Asri use that teaching strategy?
3. What is the Student's impression after experiencing that teaching strategy?

D. The Objective of the Research

1. To find out what teaching strategy that used by the EFL Teacher in Kelas Bahasa of MAS Rahmatul Asri.
2. To find out the causes of why the EFL Teacher in Kelas Bahasa of MAS Rahmatul Asri uses that teaching strategy.
3. To find out Student's impressions after experiencing teaching strategy that teacher use.

E. Significance of the Research

There are two significances of the research, theoretical significance, and practical significance.

1. Theoretical Significance

The results of this research will give further information regarding the ideal teaching strategy. This gets used as a resource for EFL teacher for improving their skills in teaching and make the learning process more successful and enjoyable in the classroom.

2. Practical Significance

A. For the teacher

The results of this research are potentially used to help EFL teacher improve their knowledge of teaching strategy. Researchers believe that information about strategy for teaching might be used to help teacher become more creative in class. This can help EFL teacher in recognizing their current and potential strategy for teaching.

B. For other researchers

To give extra information to other researchers who are doing other research on similar topics.

CHAPTER II

LITERATURE REVIEW

A. Some Related Research Findings

There are some previous studies related to this research as follows:

The first research, Miswar (2020) in his research found that the teaching strategy used by English teacher in MA Madani Pao-Pao classes were using games, gives vocabulary, using role-play, and the teacher using the lecture method. The researchers discovered several reasons why the teacher used this teaching strategy in this research, including the fact that students understood more quickly and were enthusiastic about using games, the role play and conversation methods increased students to talk with their friends, and the lecture method helped the teacher to give concise, solid, and clear conclusions.

The second research, Imansyah & Utama (2023) analyze how secondary EFL teacher apply teaching strategy and the challenges they faced during COVID-19. Researchers believe that situational teaching and pictures were used by EFL teacher during COVID-19. Meanwhile, EFL teacher face challenges such as a lack of learner motivation, as well as a lack of time, resources, and materials. This research implies that EFL teacher may find it beneficial to include the strategy presented by the researchers in the current study in their teaching and learning processes. Furthermore, they must be able to manage time and employ appropriate media to promote student enthusiasm.

In the third research, Apoko & Marcellinda (2023) the findings are four strategy were used by EFL teacher in teaching reading comprehension at SMPN

28 Tangerang, including Scaffolding Strategy, Thinking Hard Strategy, Question and Answer Relationship, and The Teacher as a center. According to interviews and observations, teacher employ these strategy to help students understand reading texts and encourage students to master reading comprehension more effectively. These strategy are useful in teaching reading comprehension since they help students in comprehending the material. In short, these strategy are very beneficial to teacher.

The other research Mustika & Wardah (2021) discovered five strategy employed by teacher in teaching English. It is a discussion and demonstration strategy that uses electronic media as a learning medium and also includes games and reinforcement after the teaching and learning process.

Next research, Hayati et al (2021) in their research discovered four types of teaching strategy employed by English Teacher in the first grade at SMP Negeri 20 Bengkulu City. There are direct instruction, small groups discussion, and role plays. Teacher primarily employ these strategy to help in the teaching and learning processes in the classroom.

The other research, Lestari et al (2019) The purpose of this research is to evaluate English teaching strategy used in terms of teaching preparation, delivery, and evaluation, as well as how students respond to the implementation of teaching strategy. According to the findings of this research, there are four ways in classroom strategy. Curriculum, documents, teacher professional development, and student seating arrangements are all examples. There are sixteen ways for teaching implementation. Icebreakers, memorization, brainstorming,

conversations, games, hearing and reading, listening and matching, drawing and writing, writing paragraphs, filling in the blank, writing vocabulary, concluding material, English police, reading time, English language camps, and assembly are among the activities. There are also five ways for teaching assessment. Daily exams, vocabulary tests, midterm tests, final tests, and International Progress exams (IPT) were used, and student reactions to the use of teaching strategy included increased participation, understanding, memory, interest, and motivation.

Another research, Cahyaningsih et al (2021) The purpose of this research is to identify the strategy utilized by English teacher in online learning. According to the study findings, English teacher at SMP Negeri 6 Singaraja employ learning by doing and learning by reflection in online learning. Four English teacher are thinking about learning by doing and learning by reflection. Furthermore, five obstacles were discovered during online learning: the teacher' ability to use technology was still low, network connections were cut off, teacher still had difficulty controlling learning progress, the teaching and learning process would be difficult if not face-to-face, and teacher needed more creativity in conveying material online.

Other research, Anjaniputra (2013) the goal of this research to describe the teacher' strategy in teaching speaking to students at the secondary level and identify students' responses to the strategy by involving the teacher' English and one class of 22 students. According to the findings of this research, the teacher' strategy include cooperative activities, role play, creative tasks, and drilling. Meanwhile, students' responds to the method showed an encouraging attitude, as

they stated that the strategy assisted them in speaking, as well as paying attention to students' oral output, in which involvement was encouraged.

Another Research, Isnaini (2022) in his research discover the teaching strategy used by English teacher in teaching seventh grade writing at SMP Muhammadiyah Plus Salatiga. To define the strategy for applying teacher strategy in teaching writing, and to learn about the difficulties that teacher confront while teaching writing. The Grammar Translation Method, Game Based Learning, and Picture Media Strategy were found to be the teacher' strategy for teaching writing.

Ganna (2018) find out English teacher employ a variety of strategy. The results show that the teacher' strategy include talks, simulations, and communication games. The teacher' speaking strategy has the effect of making students feel more active in their learning, causing them to think more favorably and raising student motivation. Almost all students prefer communication games as a technique for teaching speaking among the three teacher strategy because they believe communication games may improve their speaking abilities, increase their enthusiasm to talk, and make the teaching and learning process better and more fun.

According to the research mentioned above, it is very apparent that the teaching strategy employed by English teacher has a significant impact on students' learning motivation and understanding. Researchers are certain that teacher' repetitious teaching strategy will discourage students. As a result, having effective English teacher teaching strategy is important for avoiding student boredom when they are taught using boring teaching strategy. In this research,

researchers will examine the teaching strategy utilized by English teacher in teaching English in Kelas bahasa MAS PPM Rahmatul Asri.

B. Some Pertinent Ideas

1. Theories Related to Teaching Strategy

A. Definition of Teaching Strategy

A teaching strategy is a general lesson plan that contains structure, instructional objectives, and an explanation of planned strategy needed to achieve the goals (Stone and Morris, in Issac, 2010). Furthermore, Issac (2010) defines strategy for education as the teacher' behavior in the classroom, such as the development of teaching strategy, making suitable stimuli for timely responses, creating the learned responses, increasing responses through extra activities, and so on.

According to Davis (1997), the design and selection of teaching strategy must include not just the nature of the subject matter but also how students learn. There are several trends in schools today that increase a lot of creativity. Human progress is indeed achieved using thought. This logic and fresh idea boosts creativity.

Effective teaching strategy, according to Allen (2003), help to interest students in learning, improve critical thinking abilities, and keep students on topic.

1. A teaching strategy is a way of delivering knowledge in a classroom, online, or through another media.
2. A teaching strategy is made up of concepts and strategy of education.

3. The choice of teaching approach or strategy to be employed is determined by the knowledge or skill being taught, as well as the student's learning style, ability, skills, and excitement.
4. In this teaching strategy, students take on the role of teacher and instruct their classmates.

According to Julie Greenberg (2002), a teaching strategy is a method of making decisions regarding a course, a single class, or even an entire curriculum that begins with an examination of critical elements in the teaching situation. These factors include student characteristics, learning objectives, and the teacher' instructional preferences. After analyzing these characteristics, informed judgments on course content, structure, assessment technique, and other important factors may be made. The course planning process is not as simple.

So, teaching strategy is the process that involves how an educator or teacher pays attention to students' needs, experiences, and feelings and implements specific strategy to help them learn certain things. Teaching strategy are strategy used by teacher to develop an effective learning environment and improve students' knowledge and skill development in education. Students will struggle to obtain and apply the material given in class if they do not have a strong strategy.

A. The Function of Teaching Strategy

According to Janelle Cox (2009), the five basic purposes of strategy for teaching to offer excellent lesson plans are as follows. It relates to any class.

1. The Strategy of Teaching: Having a Goal

Lesson goals are important not only for you to understand why you are teaching the lesson, but also for students to understand why they need to learn why you are teaching them. Analyze what you want the students to learn and what they will take away from your class as you plan it. If possible, include actual examples.

2. Create a Model of Your Expectations

Before you begin the class, make sure you teach and model your lesson expectations. For example, if you are teaching an English subject, the first thing you will do is demonstrate to students how to correctly use the material.

3. Participate Students Actively

Students learn by doing rather than listening. Engage your students in the class by including them in hands-on activities. To improve your learning, use cooperative learning strategy or tools such as an iPad or whiteboard. Keep their thoughts and hands busy, and you will see that they will assist you in reaching your academic objectives.

4. Walk surrounding

While students are busy implementing the knowledge you've taught them, you must explore the classroom to ensure that all students are doing what they're implied to be doing. Take this opportunity to answer any questions, gently remind students who may be of assignment, and look around the classroom to make sure that everything is going on as planned. To guarantee that you reach your goals, ask how and why questions.

5. Acknowledge and give praise for positive behavior and hard work.

Praise students who are paying attention, working hard, and doing what they should to help you reach your goal. Make sure that all students see you doing this so that they understand why you appreciate it and can help you reach your class goals in a good way.

Technology strategy is the art of teaching others. In this age of science and technology, when information is exploding, the teaching process has taken on new dimensions. This is no longer only a matter of passing on knowledge to students. It is now becoming a technology in and of itself, with instructional television, computer-assisted education, teaching machines, and so on.

B. The Principle of Effective Teaching Strategy

Ten elements of effective teaching methods have been described by Devlin and Samarawickrema (2010). They are as follows:

1. Teaching and curriculum design must be centered on focusing on students' future needs, which include developing general qualities in students such as critical thinking, collaboration, and communication skills, among others.
2. Students must have a strong comprehension of basic ideas even if this means covering less material.
3. The relevance of what is taught must be established by the use of real-life, current, and/or local examples, as well as the application of theory to practice.
4. Misconceptions must be discussed by criticizing student views.
5. For meaningful learning to occur, a variety of learning tasks that interest students, including student discussion, must occur.

6. Genuine, sympathetic relationships with individual students need to be created for involvement to occur.
7. Teacher should motivate students by demonstrating their passion, encouraging students, and delivering lessons that are fun, informative, and cheerful.
8. Curriculum design should ensure that the goals, ideas, learning activities, and evaluation are all consistent with producing learning outcomes that are relevant to future student necessities.
9. Every lesson must be carefully planned yet changeable so that required changes may be made depending on input from the students.
10. Assessment must be consistent with the targeted learning goals and, as a result, should consist of realistic assignments for the subject or profession.

C. Types of English Teaching Strategy

According to Roy Kellen (1998), teaching strategy are split into two categories: teacher-centered learning and student-centered learning.

1. Teacher centered learning

Teacher-centered learning, or TCL, is a learning strategy in which the teacher has the main part in the teaching and learning process. In this environment, the teacher serves as the primary source of knowledge, advisor, and assessment of student achievement. The teacher-centered strategy for learning consist of:

a) Lecture method

The lecture method is a method to deliver material for learning through oral communication. The lecture methods is an efficient and effective way to deliver information and understand it. The disadvantages of this technique include that students are often passive, current is usually guided by the teacher, it is less ideal for developing skills and attitudes, and it puts teaching as the ultimate authority. The lecture approach is only appropriate for giving information.

b) Demonstration method.

Demonstration is a teaching method used by teachers to properly explain an idea or ability; thus, teachers must fully understand and master the topic in question before showing it in front of the class.

c) Recitation method.

Recitation is a way for generating a report based on what has been learnt. Recitation (assignment) can take the form of an order, after which students study with friends or alone to produce a report or resume, and the report's conclusions are reviewed with the entire class the following day. The recitation method is typically offered or utilized by teachers to ensure that students have more consistent learning results and to increase student motivation to study. Recitations are offered to learn information by completing tasks, but they may also be used to develop and enrich students' knowledge and abilities at school through extracurricular activities. Next are the advantages teacher centered learning, namely:

1) The teacher maintains control over the class.

2) Seating and classroom organization are simple.

3) A large number of students can attend.

4) Lesson preparation and implementation are simple.

5) The teacher effectively explains the lesson.

6) Students gain access to information that is difficult to obtain elsewhere.

7) Students can integrate information from multiple sources.

Last, the disadvantage of teacher centered learning:

1) Reduces student creativity.

2) Make student become passive.

3) Difficulty in determining student understanding and interest.

4) Ineffective for attracting and keep students' attention.

5) Limits teachers' ability to assess students' understanding.

2. Student-centered learning

According to Aipni (2013) Student-Centered Learning or SCL is an educational strategy that puts students at the center of the learning process. When applying the Student-Centered Learning idea, students are expected to be active and independent, responsible, and active in determining their needs in terms of learning. They are required to be able find sources of information, construct knowledge, and communicate it in response to identified requirements and references. Students can choose their own learning resources, subject to some limitations. Assuming that each student is individual the learning process, resources, and techniques are flexible enough to accommodate each student's interests, skills, movement, style, and learning strategy. This free option tries to

encourage students logically, enabling them to study based on their specific requirements rather than universal demands. The Student-Centered Learning learning methods are:

a) Self-Directed Learning

Self-Directed Learning (SDL) is a learning process in which a person, with or without the help of others, analyzes his own learning needs, develops his own learning goals, identifies learning sources, selects and implements appropriate learning strategy, and evaluates his own learning results.

b) Collaborative Learning

Collaborative Learning is a strategy that combines the work/intellectual efforts of students or students and the teacher. Typically, students participate in two or more groups to seek mutual understanding and solutions, resulting in a product or outcome of the group learning process in which each member contributes knowledge, experience, ideas, attitudes, opinions, abilities, and skills to jointly increase all members' understanding.

c) Small group discussion

Small group discussion is a learning process in which students participate in small group discussions with the goal of developing problem-solving skills related to the main material and issues faced in everyday life. The process involves seeing two or more individuals interact globally and discuss each other's goals or objectives. Specific things like offering knowledge, defending opinions, or resolving issues.

d) Project-Based Learning

Project-Based Learning is a method of education that use projects as learning activities to develop ability in attitudes, knowledge, and abilities. The focus of learning is on student activities that result in products through the use of skills such as investigating, analyzing, developing, and presenting learning outcomes based on real-world experience. Students can develop real-world goods either alone or collaboratively.

e) Cooperative learning

Cooperative learning is a small group teaching style that focuses on the abilities of students both individually and in groups. This learning style highlights a cooperative setting that promotes positive competition, which has the ability to improve students' academic talents, social skills, and confidence.

f) Discovery learning

Discovery learning is a cognitive method in which students assimilate knowledge or principles through stages such as watching, breaking down categorizing, generating theories, explaining, measuring, drawing conclusions, and so on. There are two sorts of discovery learning methods: free discovery learning (Free Discovery Learning), which does not require any instructions or directions, and guided discovery learning (Guided Discovery Learning), which requires the teacher to act as a facilitator.

g) The simulation

The simulation method allows students to apply particular facts, concepts, and methods in a dynamic manner, minimizing anxiety and generating an experience that is similar to real life.

h) Contextual instruction

CI is a learning concept that relates course content to real-life situations, helping students to discover connections between information and its application in a variety of roles such as community members, professional workers, managers, entrepreneurs, and investors.

i) Problem-Based Learning/Inquiry

PBL/I is problem-based learning, which requires students to look for/excavate information (inquiry) in order to solve the problem.

Next are the advantages and disadvantages of student-centered learning, the advantages are:

1) Improved student engagement
2) Improved cooperative interaction
3) Diverse learning activities
4) Improved student creativity and performance
5) Strong motivation to participate
6) Potential for increased insight and knowledge.

The last are disadvantages of student-centered learning:

1) Difficult to conduct for large numbers of student.
2) May require more time.

3) Not appropriate for students who are not used to being active, independent, and democratic.
4) Difficult to implement in big classes.

Wehrli (2003) described there are several strategy for teaching that may be used during the language lessons process. These are the following strategy for teaching:

1. Brainstorming

Brainstorming is a procedure for creating a large number of ideas/options in which judgment is postponed until a certain number of ideas have been created. Al-maghrawy (2012) describes brainstorming as a collective creative forum for broad ideas.

Furthermore, Sayed in Al-khatib (2012) emphasized the need of brainstorming for students. These are:

a) Assisting students in problem solving
b) Assisting students in benefiting from the ideas of others via growth and expanding on them
c) Assisting students in creating connections among themselves and assessing the perspectives of others.
d) In addition, brainstorming offers the following advantages:
e) Engaging learners in higher levels of thinking
f) Fostering peer learning and creating synergy
g) Promoting critical thinking
h) Assisting groups in reaching consensus.

However, there are certain disadvantages to brainstorming:

a) Requires discipline from learners

b) May not be successful with big groups

c) Might lead to "group think."

2. Case-based Small-group Discussion

In this teaching strategy, small groups of 5-10 students handle case-based activities, exchanging ideas and working through a problem-solving process. Srinivasan, Wilkes, Stevenson, Nguyen, and Slavin (2007) highlighted that in their teaching process, the group concentrates on creative problem solving with some previous preparation. Discovery is fostered in a framework in which both students and teacher share responsibility for bringing key learning points to a close.

There are certain advantages to case-based small-group discussions. They can be:

a) Actively engages participants and encourages peer group learning

b) Assists participants in exploring pre-existing knowledge and building on what they already know

c) Enables the sharing of ideas and awareness of mutual concerns

d) Supports the development of critical thinking abilities.

On the other hand, Case-based Small-group Discussion has several disadvantages:

a) It has the potential to develop into off-task or social talks

b) Can be difficult to guarantee everyone's participation, especially in bigger groups

c) Can be frustrating for students who have significantly different levels of knowledge and skill.

3. Demonstration

Demonstration is the act of executing an action so that learners may see how it is done in order to prepare them to apply theory in practice. Furthermore, the demonstration strategy includes the teacher demonstrating to students how to achieve something (Adekoya and Olatoye, 2011). The advantages of demonstrating include:

a) Assisting those who learn best by modeling others

b) Promoting self-confidence

c) Allowing for targeted questions and answers

d) Allowing attention to be focused on specific details rather than general ideas.

The disadvantages of demonstration are as follows:

a) It is of limited use for persons who do not learn best by seeing others

b) It may not be appropriate for the varying learning rates of the participants

c) It requires specialist skills if highly technical activities are required.

4. Games

Games are utilized to include competition, participation, drills, and feedback into the learning process as a motivator and chance for principle application. Carefully organized applications of games in the classroom (for example, for learning certain verbs, tenses, questions, locatives, and so on) give

some interest to a classroom (Brown, 2000). The advantages of games are as follows:

a) They actively involve learners
b) They can add or regenerate motivation
c) They promote team learning and collaborative skills
d) They provide a challenge that can lead to confidence in knowing and expressing the material
e) They provide feedback
f) They can create a "fun" learning environment.

The disadvantages of games include:

a) The development of in-group/out-group feelings
b) The demotivation of students who are not naturally competitive
c) The creation of feelings of inadequacy in those who are not as skilled or forceful
d) The discouragement of creativity if the format is very rigid and the focus is strongly on winning.

5. Independent Study

Independent study is a teaching strategy that is used to enhance and supplement other educational activities. Individual learners (or groups of learners) generally complete all learning activities using resource materials. It is possible to accomplish this utilizing computer/web-based technologies. Independent study is also defined by Alberta Learning (2002) as a customized learning experience that allows students to choose a topic focus, formulate issues or questions, gather and

assess material, apply skills, and create a product to demonstrate what has been learned. Independent study has the following advantages:

a) It encourages the development of independent learning abilities.

b) It allows learners to advance at their own pace.

c) It improves other learning experiences.

Independent study has the following disadvantages:

1) It may be separated from current aims.

2) It may be difficult to identify/access suitable materials.

2. EFL Teacher

A. Definition of EFL Teacher

EFL (English as a foreign language) is teacher who work with non-native English speakers to help them develop their language abilities by teaching them how to read, write, and communicate effectively in English. Many EFL teacher work in public schools, teaching English to students of various ages. They can, however, go to private classes where they deal with students of all ages, including adults and seniors. Working as an EFL teacher is often a fulfilling career choice for someone who is passionate about teaching and helping others develop their linguistic abilities and is interested in the English language or literature.

B. Definition of the Effective EFL Teacher

Effective refers to a specific teacher who was the most successful in assisting the student to learn. An excellent teacher is a leader who can inspire and influence students through expert and the source of influence, but never through pressure. This teacher is knowledgeable about the subject and nice when dealing

with students. Essentially also has high standards and expectations, which balances with encouragement, support, and flexibility.

Influenced by Borg's (2006) study, Lee (2010) researched the distinguishing characteristics of EFL teacher and identified three elements that separated language learning from the teaching of other topics. These were the subject material, the teaching strategy, and the teacher’ personality. "Frequent paradigm adjustments in the field of second and foreign language instruction have not resulted in considerable advances in language acquisition," writes Sheen (1994). Many teacher have hopped on the "eclectic" bandwagon since no technique has been demonstrated to be more successful than another. Common sense would dictate that this is the greatest possible option because diversity is an element of language. Sheen (1994) published How to Be an Effective EFL Teacher:

1) Learn your students' names.
2) Be too prepared.
3) When planning each lesson, always keep the requirements of the students in mind.
4) Discover what the learner already knows.
5) Understand the students and their culture.
6) Make routine activities into games or competitions.
7) Provide variation to your students' motivation.
8) Show an interest in the students as persons.
9) Provide chances for students to connect directly with you.

10) Make time for free communication.
11) Use humor to bring the class to life.
12) Keep your directions brief and simple.
13) Show consideration for your students.
14) Be truthful.
15) Avoid overcorrecting.

Suyanto and Djihad Hishman (2000) argue about several teacher' qualities that indicate excellent teacher, using the concepts of Davis and Margareth A. Thomas in his book Excellent School and Effective Teacher. Effective teacher are those who can relate to the classroom climate:

1) Have interpersonal abilities. Specifically, the capacity to demonstrate empathy, admiration for students, and honesty.
2) Maintain positive relationships with students.
3) Accept and pay attention to students sincerely.
4) Have a strong interest and desire for teaching.
5) Capable of fostering a culture of collaboration and group cohesion.
6) Involving students in the design and organization of learning activities.
7) Capable of listening to students and respecting their right to speak in any conversation.
8) Reduce any potential for conflict in the classroom.

Effective teacher are those who have the following management skills:

1) Be able to adapt to students who are quiet, interrupt, redirect dialogue, and give a transition in lessons frequently.

2) Capable of requesting or assigning tasks that need different degrees of thought.

Effective teacher are those who are skilled at providing feedback and reinforcement:

1) Capable of providing positive feedback in response to student replies.
2) Capable of providing useful replies to students who have an interest in learning.
3) Capable of providing follow-up on poor responses.
4) Capable of assisting students as needed.
5) Capable of implementing innovative curriculum and teaching strategy.
6) Capable of broadening and deepening understanding of teaching strategy.
7) Capable of developing strategy for teaching through teacher group planning.

It needs practice and particular supervision from mentors and administrators to become an excellent EFL teacher. Effective teaching is more than just presenting your interesting lesson or activities to the class; it is a skill that must be developed over time. Effective teaching is an approach to teaching that could change depending on the context.

A National Comprehensive Center for Teacher Quality (NCCTQ) research synthesis (Goe, Bell, & Little) 2008 divides teacher effectiveness into five categories:

1) As measured by value-added, test-based, or alternative methods, successful teacher have high expectations for all students and assist them in learning.

2) Successful teacher help students achieve positive academic, behavioral, and social outcomes such as regular attendance, timely promotion to the next grade and graduation, self-efficacy, and cooperative behavior.
3) Successful teacher organize and arrange interesting learning opportunities, formatively monitor student progress, change instruction as required, and evaluate learning using many sources of data.
4) Effective teacher help to create classrooms and schools that emphasize diversity and civic engagement.

Effective teacher work together with other teacher, administrators, parents, and education professionals to guarantee students' success, especially the achievement of students with special needs and those at high risk of failure.

CHAPTER III

RESEARCH DESIGN

A. Research Design

This research used a qualitative research method with a descriptive approach. In qualitative research, Creswell (2014) defines descriptive research as an investigation that provides an in-depth description of the people, locations, or events in a research study. Data analysis was presented descriptively, therefore descriptive research is conducted.

Using descriptive qualitative methods is the right method to find out the strategy used by English teacher in teaching special language classes using several data collection techniques, namely observation and interviews. The results of qualitative research focus on phenomena and facts that happen in the field, the findings cannot be modified by the researcher.

B. Research Site

The study will be carried out in 12th grade in Kelas Bahasa MAS PPM Rahmatul Asri, which is located in Maroangin Village, Maiwa District, Enrekang Regency, South Sulawesi Province, at Jalan Poros Sidrap-Enrekang KM. 1. Researchers chose MAS PPM Rahmatul Asri for the research because it had a class called Kelas Bahasa that focuses more on language lessons which were different from schools in general.

C. Research Participant/Informant

According to Gay et al. (2012) Participant taking, also known as qualitative sampling, is the process of choosing a small group of people for a

study with the goal that these people will turn out to be good key informants, or collaborators and research associates, who will help the researcher understand a specific phenomenon. Characteristics of a competent informant include the capacity for reflection and thoughtfulness, as well as the ability for effective oral, written, or combined communication with researchers.

The participant in this research was an English teacher in Kelas Bahasa MAS PPM Rahmatul Asri and 4 students in 12th grade in Kelas Bahasa MAS PPM Rahmatul Asri to gave their impressions regarding the strategy used by the teacher in class.

In selecting participants in this research, the researcher use Purposive sampling to identify participants for this research. According to Creswell (2012), Purposive sampling is a sampling approach for selecting persons or locations to investigate and understand specific phenomena.

According to Rai and Thapa (2015), Purposive sampling is a data collection approach in which researchers use choice to pick participants from the general population who will engage in their research. Purposive sampling, according to Rai and Thapa, is a type of non-probability sampling. The researcher's judgment in picking items to be investigated, such as persons, cases, organizations, or events, will be used to select study subjects or respondents.

As stated before, the researcher chose English teacher who taught students in language-specific classes to find out about teaching strategy that use in the classroom. Furthermore, researchers find out about the students' impressions of the teacher’ strategy. Researchers look to learn more about the phenomena and

determine whether the information collected is connected to the information received from the teacher.

D. The Procedure for Collecting Data

1. Observation

Researchers used this observation during investigating the goal to collected data on teacher teaching strategy of teacher at school during the learning process. The researcher used observation notes to observed the teacher and students. The observation note for teacher was adapted from Handayani (2019) and the observation note for students was modified from Kartika (2023).

The researcher in this research observed all actions in the classroom during the teaching and learning process. Teacher and students were observed by researchers during the teaching and learning process. During the observation stage, the researcher watches how the teacher teaches students and what strategy the teacher uses in class from start to finish and how the students impresson after experiencing that teaching strategy.

In this case, the researcher observes everything the English teacher performs in class that relates to teaching strategy. It is used to look at the process of t is used to explore the classroom process of teaching and learning English. It is a recording of the English teacher' strategy for teaching English.

2. Interview

An interview is an instrument for two different people to discuss and share information and ideas, collect information about an existing problem, and gain knowledge.

According to Mulyaningsih (2011), an interview is a means of gathering data and information that is conducted verbally and directly face-to-face. The interview will be conducted through the use of questions and answers, either face-to-face between the researcher (interviewer) and the person answering (interviewee) or through the use of a tool known as an interview guide. The most significant aspect of data collection via interview approach is that research must capture or record information from sources.

Face-to-face interview approaches was used in this research, and Researcher employed a semi-structured interview in this research. The researcher has prepared 7 questions to be asked for English teacher in Kelas Bahasa MAS PPM Rahmatul Asri's, this interview guideline was taken from Handayani (2019). And the research also has prepare 6 questions for 4 students in 12th grade in Kelas Bahasa because students in grade 12th have more experience than grades 11 and 10 in learning English, this interview guideline was modified from Putriyani (2015). The researcher picked this style of interview because it allows the researcher to know how English teacher use strategy for teaching in special language classes and how students' impression of teacher' teaching strategy.

E. The Technique of Data Analysis

The next step applied by researchers after collecting data is the technique of data analysis. The process describing what is found in data is known as data analysis. Data analysis occurs both during and after data collection in qualitative research. Data analysis also refers to the systematic organization of the results of

collecting data, after which the data is analyzed to develop a new viewpoint, thinking, idea, or hypothesis.

Activities in qualitative data analysis are carried out interactively and consistently until completed, as discovered by Miles and Huberman (2009). The following are the data analysis activities in this research:

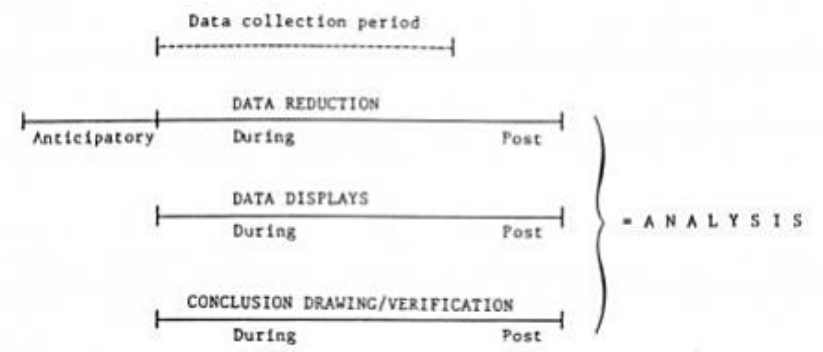


Figure 1.1 Models of Miles and Huberman (2009)

1. Data Reduction

The data found in the field is more important and must be systematically collected. As previously said, the more time a researcher spends in the field, the more detailed and effective the data collected. As a result, data reduction is needed for data analysis.

Data reduction is used in research to pick significant data from a big amount of data collected throughout the research. Data that is found in use in this research will be removed for researchers to obtain accurate information regarding the strategy used by English teacher in special language classes. The researcher then reduces the data by selecting data that supports the discussion of this research. As a result, these facts lead to conclusions that can be accounted for.

2. Data Display

Next is known as Data Display. Data display will make it simpler to figure out and understand what happened, as well as plan what to do next based on what has been discovered (Sugiyono, 2019). The collected data will be given in the form of a brief description or something similar ideally, the data will be the key to a valid qualitative analysis.

The researcher will present data in the form of brief descriptions in this research. Data that is properly organized and systematically can help researchers in conclusions.

3. Drawing Conclusions or Verification

The last step in qualitative data analysis is to make conclusions and verification. The preliminary results are still temporary and will change if solid evidence is not discovered to justify the next step of data collecting. However, if the early findings are confirmed by real and consistent evidence when the researcher returns to the field to gather data, then the early conclusions are believable. Conclusions in qualitative research are findings that did not previously exist. Findings can take the form of a description or description of an item that was before dim or dark so that when examined it becomes obvious, or it can be in the form of causal or interactive relationships, hypotheses, or theories.

F. Research Validity

Research validity was enhanced in numerous ways by researchers. To collect accurate data, researchers first analyze the credibility of data sources. Researcher use a triangulation method to establish data reliability. Triangulation is

the process of using multiple methods to gather information about a single subject. Through this, the validity of the research can be ensured. Triangulation in qualitative research is done to make the findings more reliable and valid.

In qualitative research, triangulation is used by the researcher to ensure the credibility of the data that has been collected. Triangulation is a multi-method used by researcher in collecting data based on an understanding of the research phenomenon to get a better truth. In addition, according to Creswell (2013), triangulation is data verification using two or more data collection methods in research.

Triangulation is a tool for checking the data that has been obtained, to ensure that the data obtained can be trusted. The triangulation that will be used by researchers in this research is as follows:

1. Triangulation Method

Method triangulation is to compare data in different ways. In this research, researchers used observation, interviews, and documentation to find out the truth of information based on data obtained from informants.

2. Triangulation of Data Sources

Researchers get information from different methods and data sources. In this research, researchers used observation and interview methods. These different methods will produce different data and provide different knowledge about an observed phenomenon.

The researchers concluded that applying the triangulation approach involved checking the consistency of findings generated by various data collection

techniques. It clarifies different but related aspects of the same phenomenon. Qualitative research often finds great interest and derives the best insights from the data it collects.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter contains the research findings and discussion. This chapter explored the teaching strategy used by English teacher, The Reason why the english teacher used that straregies and it also explored the student's impression after expriencing that teaching strategy used by teacher at Kelas Bahasa MAS PPM Rahmatul Asri.

A. Findings

The research findings in this research were discussed according to the problem formulation. The focus of the research was to investigated "What and why are the teaching strategy used by the EFL Teacher and What is the Student's impression after experiencing that teaching strategy in Kelas Bahasa of MAS Rahmatul Asri?". In this research, researchers interviewed a teacher and four students at Kelas Bahasa MAS PPM Rahmatul. In this section, researchers used many methods to collect data techniques, including observation, interviews, and documentation.

There are seven questions for teacher and there are six questions for students in this research and all questions related to the teaching strategy used by the EFL Teacher, the reason why the English teacher used that strategy, and the student's impression after experiencing that teaching strategy in Kelas Bahasa of MAS Rahmatul Asri. The research data were analyzed qualitatively.

1. Result of The Observation

a. The result of observing teacher

According to the findings of the observations, teacher in the classroom used teaching strategy that focus student empowerment (student center approach). Teacher used small group discussions, to improved the effectiveness of teaching English in the classroom. Using small group discussions helped students to participated, discussed thoughts, and solved issues together. After discussion, students presented material effectively through presenting material, using multimedia equipment such as laptops and LCDs, to explained other students the material to understand. And if students did not understand, the teacher would elaborate. The strategy produces an interactive classroom and improves students' involvement in the English learning process.

b. The result of observing students

According to the observation data, students showed a significant level of involvement while studying English in the classroom. They were not only active in interacting with the teacher, such as asking questions and seeking explanation on things they did not understand, but they also showed discipline by paying close attention while the teacher explained. Students also took the initiative in the learning process, such as searching for extra information on the internet and writing new vocabulary while learning. Aside from that, the students' involvement with the teacher, such as asking about words they did not understand, created a collaborative learning the environment. At the end of the learning process,

students summarized and concluded the subject given, showing a thorough understanding of the important points in learning activities.

According to the result of the observation, teacher in the classroom used teaching strategy that focus student empowerment (student center approach). And students showed a significant level of involvement while studying English in the classroom. Students also took the initiative in the learning process, such as searching for extra information on the internet and writing new vocabulary while learning.

2. Result of The Interviews

Based on the research findings, the researcher discovered the results of interviews with the English language teacher at Kelas Bahasa MAS PPM Rahmatul Asri, as well as several students' impression on the English teacher's teaching strategies in the classroom. All the information in this research was gathered through interviews. The findings are as follows:

1. Teaching strategy used by EFL teacher in teaching English at Kelas Bahasa MAS PPM Rahmatul Asri.

a. Teaching Strategies used by the EFL teacher

Based on interviews, researchers discovered that the teaching strategy used by teacher was a student-centered approach teaching strategy by using small group discussions method.

> *"emm mengenai strategi pengajaran atau pembelajaran bahasa inggris yang saya gunakan di dalam kelas itu adalah berfokus pada siswa atau student center jadi kita bisa sebut strategi ini sebagai student center achievement jadi ee siswa menjadi centernya bukan guru"*

> "In terms of the strategy for teaching or learning English that I use in the classroom, it focuses on the students or student center, so we can call this strategy student center achievement, as the students are the center, not the teacher" (T, October 2023)

This student-centered approach teaching strategy by using small group discussions. So, students are separated into groups, and the teacher gives a topic. Students discussed the topic and then shared the findings of their discussions in class.

> *"...saya memberikan materi nah setelah memberikan materi ee siswa akan membentuk beberapa grup..."*
> "…I give the material, so after giving the material the students will form several groups…"
> (T, October 2023)

The statements of students interviewed by researchers supported the implementation of student-centered approach teaching strategy by using small group discussions.

> *"jadi strategi mengajar yang digunakan oleh guru bahasa inggris di kelas saya itu ada diskusi, presentasi..."*
> "So the teaching strategy used by the English teacher in my class is discussion, presentation..."
> (S2, October 2023)

> *"ee strategi belajar yang dilakukan oleh yang digunakan oleh guru bahasa inggris di kelas saya adalah presentasi, diskusi..."*

> "The learning strategies used by the English teacher in my class are presentations, discussions..."
> (S4, October 2023)

b. Advantages and disadvantages of teaching strategies used by teachers

And most importantly, there were advantages and disadvantages of teaching strategies using a student-centered approach teaching strategy by using small group discussions. According to the teacher, the advantages of this strategy

are boosting students interest and making them more active in their English learning.

> *"...kalo menurut saya kelebihannya karena itu akan mengolah apa namanya rasa ingin taunya siswa ee supaya mereka lebih aktif..."*
>
> "... in my opinion, the advantage is that it will cultivate students' curiosity so that they are more active..."
> (T, October 2023)

According to the teacher, the disadvantage of the student-centered teaching strategy is that students sense of interest and a way of thinking are weak because they have no interest in learning.

> *"...Nah, disini kelemahannya itu ee kalau anak-anak yang memang tidak minat ataupun lambat cara berpikirnya atau yaa mungkin lambat karena memang tidak interest terhadap pelajaran tersebut itu akan acuh tak acuh dan tidak akan apa namanya tidak akan mencoba mencari tau karena mereka ee rasanya ogah, malas, dan sebagainya nah inilah kelemahannya"*
>
> "...Well, the disadvantage here is that students who are not interested or are get to think, or who are slow because they have no interest in the lesson, will be disinterested and won't try to find out because they are reluctant, lazy, and so on. This is the disadvantage"
> (T, October 2023)

2. The Reason of English teacher used the teaching strategy

Teacher used this teaching strategy because the school curriculum requires it. Student Centered Approach is a teaching strategies in the 2013 Curriculum that is explicitly mentioned in Minister of Education and Culture Regulation No. 81A: Implementation of the 2013 Curriculum.

> *"mengapa saya memilih strategi student center achievement karena yang pertama kurikulum meminta guru untuk melakukan itu..."*
>
> "Why did I choose the student center achievement strategy because first the curriculum asks teacher to do that..."
> (T, October 2023)

Another reason teacher used student-centered teaching startegy because they do not want their students to be passive.

> *"...yang kedua memang eem apa ya kita tidak mau student kita itu pasif artinya hanya menerima hanya menerima saja tidak mengarahkan mereka mencari..."*
>
> "...secondly, we don't want our students to be passive, meaning they only accept, don't direct them to search..."
> (T, October 2023)

3. Student's impressions after experiencing teaching strategy that teacher used

In the following paragraphs, we would review the findings of interviews with students on their impressions of the teaching strategies employed by teacher in class, as well as strategies that students like and dislike when learning. According to the findings of the interviews, students had varied impressions of every teaching strategy used by teacher in the classroom. This can be viewed as follows:

a. Impression of the teacher's teaching strategies

The findings of direct interviews with students at school revealed that their impressions of teacher strategies for teaching encourage them to be more active, boost their minds, and practice English in the classroom.

> *"eee jadi kalo dibilang suka ya suka sekali karena melalui itu anu kan tidak sekedar dibaca ji jadi disuruhki deskripsikan jadi bisaki lebih kemukakan apa yang ditau di otak ta atau dalam dirita jadi tidak sekedar dibaca ji jadi bisa juga na ajarki Bu Anci supaya lebih bisaki berpendapat pada orang lain"*
>
> "Eee, so if you say I like it, I really like it because through it you don't just read it, you are told to describe it, so you can express what you know

> in your brain or within yourself, so you don't just read it, but it is taught by Mrs. Anci so you can have an opinion with other people."
> (Student 1, October 2023)
>
> *"ya saya suka dengan strategi mengajar yang digunakan oleh guru bahasa inggris saya… dari situ juga bisa melatih, melatih kita untuk berbahasa inggris"*
>
> "Yes, I like the teaching strategies used by my English teacher... from there we can also train and train us to speak English."
> (Student 2, October 2023)
>
> *"eee saya suka karena presntasi dan diskusi itu bisa membuat pola pikir kita terbuka dan semakin lebih paham lagi dibanding mencatat atau diberikan tugas"*
>
> "Eee I like it because presentations and discussions can open up our mindset and make us understand more than taking notes or being given assignments"
> (Student 3, October 2023)

Based on the findings of the interviews, the researcher determined that students had various positive impressions of teacher strategies for teaching in the classroom. In this circumstance, students are more active in class, such as being able to express their thoughts. They are also easier to understand, and teacher' teaching strategies can train students to speak English. For more extensive information, please see the attachment page. The student interview appendix page gives more thorough information.

b. Teaching strategies that students like

There was a teaching strategy used by teachers that students like when learning English, namely students like descriptions. Students have the following opinions:

> "*dari keseluruhan yang pernah diajarkan oleh ustadzah yaa itu tadi pendeskripsian"*

"From all that has been taught by the ustadzah, that's the description"
(Student 1, October 2023)

Another teaching strategy used by teachers that students like when learning English is that students like presentations and discussions. Students have the following opinions:

"strategi mengajar yang paling saya sukai itu presentasi dan diskusi"

"The teaching strategies that I like the most are presentations and discussions"
(Student 2, October 2023)

"yang paling saya suka ialah diskusi karena bisa membuka pikiran kita"

"What I like most is discussion because it can boost our minds"
(Student 4, October 2023)

Last, the teaching strategy used by the teacher that is liked by students when learning English is that students like it when the teacher explains. Students have the following opinions:

"emm menjelaskan"

"emm explaining"
(Student 3, October 2023)

According to the data above, students prefer several teaching strategies, including description, which teaches students how to think and express their thoughts to others. Next, students like it when teacher explain because according to students, teacher-student communication is highly effective when the teacher explains. Furthermore, students believe that presentations and discussions increase student activity, increase their ideas, and improve students' understanding of the material.

c. Teaching strategies that students dislike

The teaching strategy that students don't like when learning English is grammar. Students have the following opinions:

> *"grammar"*
>
> "grammar"
> (Student 1, October 2023)

Another teaching strategy used by teachers that students don't like when learning English is that students don't like it when teachers give a lot of assignments. Students have the following opinions:

> *"yang dikasi saja tugas tidak diterangkan"*
>
> "just giving assignments but not explaining them"
> (Student 3, October 2023)
>
> *"strategi mengajar yang saya tidak sukai ialah eee kalau ada tugas yang menumpuk da nee tugas tersebut belum tentu dipahami oleh diri saya pribadi"*
>
> "The teaching strategy that I don't like is if there are tasks that pile up and the tasks are not necessarily understood by me personally"
> (Student 4, October 2023)

Interviews with students found that students dislike grammar teaching strategies because they are bored, despite the fact that grammar is a topic, not a teaching strategy. Finally, students dislike the teaching startegy of assigning tasks, particularly those that build up, because students get lazy and confused when they are given a large number of assignments.

According to the result of interview the English language teacher at Kelas Bahasa MAS PPM Rahmatul Asri used a student-centered approach teaching strategy through small group discussions, which has advantages such as

boosting students' interest and making them more active in learning, but also disadvantages such as weak interest and thinking skills. Teacher used this teaching strategy because the school curriculum requires it and did not want their students to be passive. Students has positive impressions of teaching strategy like descriptions, presentations, and discussions, but dislike grammar teaching strategy and excessive assignments.

B. Discussion

The focus of the research was to found out at the teaching strategies employed by English teacher, as well as students' impression of those strategies at Kelas Bahasa MAS Rahmatul Asri. The research discusses three aspects: the teacher's teaching strategy, the causes of teacher for using the strategy, and the student's impression of the teacher's teaching strategy. The discussion is below:

1. Teaching strategies used by EFL teacher in teaching English at Kelas Bahasa MAS PPM Rahmatul Asri

Teachers should be able to implement an interesting learning style that helps to improve the effectiveness of the teaching and learning process, particularly while teaching English. According to Allen (2003), selecting the correct teaching strategy can improve student's interest, boost critical thinking abilities, and keep students focused on the learning content.

The research discovered that teacher employed student-centered learning strategies when teaching English in class, by used the small group discussion method. According to Devlin and Samarawickrema (2010), teaching and curriculum design must be centered on students' future needs, including the

development of general characteristics such as critical thinking, teamwork, and communication skills. These are included among the ten components of effective teaching strategies.

And student-centered teaching strategies are implemented using the small group discussion method, which, according to Aipni (2013), is a learning process in which students participate in small group discussions with the goal of developing problem-solving skills related to the main material and problems faced in daily life. The usage of the small discussion method in this research is in accordance with the findings of Hayati et al. (2021), who discovered that teachers employed the small discussion method to help in the teaching and learning process in the classroom. According to previous study, teachers rarely employ small group discussion methods.

2. The reason of the EFL Teacher at Kelas Bahasa of MAS PPM Rahmatul Asri used that teaching strategy

Researchers found two causes why teacher chose strategies for use in the classroom: curriculum variables and student participation. These are the main causes that teacher analyze while choosing effective teaching for the learning circumstances.

The curriculum affects teacher use of teaching strategies in the classroom. Because the curriculum requires the use of student-centered learning for teaching. This is stated in Minister of Education and Culture Regulation Number 81A, concerning the implementation of the 2013 Curriculum through the Student Centered Learning teaching strategy. According to Devlin

and Samarawickrema (2010), teaching and curriculum design should focus on students' future needs, which involves building general characteristics in students such as critical thinking, collaboration and communication skills.

An additional explanation for why teachers use strategies for teaching based on interview findings is because teacher do not want their students to be passive. According to Janelle Cox (2009), there are five primary aims of teaching methods for stronger strategies of learning, one of which is to involve students because students learn by doing rather than listening. Students learn more in the classroom when they participate in hands-on activities.

3. Student's impressions after experiencing teaching strategies that teacher use.

Students' impressions of the teaching strategies employed by teacher in class based on interviews are positive since the interview findings show that students enjoy the strategies used by teachers in class. Students also believe that the strategies used by teacher increase student participation in class, such as the ability to voice their ideas. They also understand English classes better. This is supported by the findings of classroom observations, which revealed that students had a significant level of interest when studying English in class. They not only actively communicate with the teacher, such as asking questions and requesting explanations for topics they don't understand, but they also demonstrate discipline by paying careful attention when the teacher explain. Students also take role in the learning process, such as looking up extra material on the internet and searching new vocabulary while studying. Furthermore, student interaction with the teacher, such as asking questions about vocabulary they don't understand,

fosters a collaborative learning atmosphere. It supports study findings on students' impression of teachers' teaching strategies. According to Allen (2003), successful teaching strategies help students grow an interest in learning, increase critical thinking abilities, and get on topic.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusions and suggestions based on research findings. The purpose of the research is to find out the strategy for teaching used by English Foreign Language (EFL) teachers at Kelas Bahasa MAS Rahmatul Asri. The research involved an English teacher and 4 students from 12th grade of Kelas Bahasa MAS PPM Rahmatul Asri.

A. Conclusion

The research aims to find out the teaching strategies that employed by an English Foreign Language (EFL) teacher at Kelas Bahasa MAS Rahmatul Asri. The study investigated three aspects: the teacher's teaching strategy, the cause of teacher for employing the strategy, and the student's impression of the teacher's teaching strategy.

The teacher used student-centered learning strategies, especially the small group discussion method. This strategy is a learning process in which students participate in small group discussions to improve problem-solving abilities relating to the primary subject and challenges faced in everyday life. The teacher used this strategy especially for reasons related to the curriculum and the participation of students. The curriculum requires the use of student-centered learning, however the teacher does not want students to be passive learner.

Students have a positive impression of the teacher's teaching strategies. They enjoy the teaching strategies, which help them participate and understand English. Classroom observations showed that students were very interested in

studying English in class. They actively interact with the teacher, maintain discipline, and participate in the learning process.

B. Suggestion

Researchers suggest various benefits based on these findings, including:

1. For Teachers

This research can improve the quality of English teachers in teaching English by using several other types of teaching strategies by using student-centered learning teaching strategies. Teacher strategies must be applied because they are the teacher's approach for identifying learning objectives during the teaching and learning process.

2. For students

It aims that by using the strategies employed by teachers, students would be able to understand more and participate more actively in their learning.

3. For future researchers

Researchers suggest that more researchers do this research in a larger region. Researchers can then do research into teacher strategies used by English teachers that are critical in the teaching and learning process. As a result, the outcomes will be more profitable and applicable to a larger region.

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