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EFL (English as a Foreign Language) Teacher Teaching Strategies In Teaching English

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ABSTRACT

A teacher must have a strategy for teaching English. Goal setting and action planning are common strategy for achieving educational objectives. The strategy explains how the goal will be achieved. This research also discusses about the teaching strategy used by English teachers in Kelas Bahasa PPM Rahmatul Asri's. This research aims to find out the teaching strategy used by teachers, to find out why teachers use these strategy, and students' impressions regarding the teaching strategy used by teachers in Kelas Bahasa MAS PPM Rahmatul Asri.

The subjects of this research were an English teacher and four twelfth grade students in the MAS PPM Rahmatul Language Class. Researchers used qualitative research methods with a descriptive approach. Data collection strategy include observation and interviews.

The results of this research showed that teacher used small group discussion methods. The reason teachers used this strategy was for reasons related to the curriculum and student participation in class which makes students more active. Students' impressions of the strategy used by teachers in the classroom that students like the teaching strategy used by teachers. Students enjoy the teaching strategy used by teachers because this strategy help them participate more actively and easily understand English lessons. And class observations show that students are very interested in learning English in class.

Keywords: *Teaching Strategies, Small Group Discussion Methods, Student Impression*

ABSTRAK

Seorang guru harus memiliki strategi dalam mengajar Bahasa Inggris. Strategi umumnya melibatkan penetapan tujuan, penentuan tindakan untuk mencapai tujuan pengajaran. Strategi menggambarkan bagaimana tujuan (tujuan) akan dicapai. Di dalam penelitian ini juga membahas tentang startegi pembelajaran yang digunakan oleh guru bahasa inggris di Kelas Bahasa MAS PPM Rahmatul Asri. Penelitian ini bertujuan untuk mengetahui strategi pengajaran yang digunakan oleh guru, untuk mengetahui mengapa guru menggunakan strategi tersebut, dan kesan siswa mengenai strategi pengajaran yang digunakan oleh guru di Kelas Bahasa MAS PPM Rahmatul Asri.

Subyek penelitian ini adalah guru bahasa Inggris dan empat siswa kelas dua belas di Kelas Bahasa MAS PPM Rahmatul. Peneliti menggunakan metode penelitian kualitatif dengan pendekatan deskriptif. Strategi pengumpulan data meliputi observasi dan wawancara

Hasil dari penelitian ini menunjukkan bahwa guru menggunakan strategi diskusi kelompok kecil sebagai strategi pembelajaran. Alasan guru menerapkan strategi ini karena alasan yang berkaitan dengan kurikulum dan partisipasi siswa dalam kelas yang membuat siswa lebih aktif. Kesan siswa terhadap strategi yang digunakan oleh guru di dalam kelas yaitu siswa menyukai startegi mengajar yang digunakan oleh guru. Siswa menikmati strategi pengajaran yang digunakan oleh guru karena strategi tersebut membantu mereka berpartisipasi lebih aktif dan mudah memahami pelajaran bahasa Inggris. Dan observasi kelas menunjukkan bahwa siswa sangat tertarik mempelajari bahasa Inggris di kelas.

Kata Kunci: *Strategi Mengajar, Metode Diskusi Kelompok Kecil, Kesan Siswa*

Introduction

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 strategies 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 strategies 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 strategies that will be used with students for teacher to choose excellent teaching strategies 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 strategies 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 strategies 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 strategies employed by EFL teacher in the classroom that focus on language lessons, as well as the reasons why these teaching strategies were chosen by EFL teacher.

Method

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. Using descriptive qualitative methods is the right method to find out the strategies used by English teacher in teaching English at Kelas Bahasa MAS PPM Rahmatul Asri.

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. The participant of this research were English teacher in Kelas Bahasa MAS PPM Rahmatul Asri and 4 students of 12th grade in Kelas Bahasa MAS PPM Rahmatul Asri.

Data Collecting were observation and interview. The data analysis technique used by researchers in this research refers to the data analysis model of Miles and Huberman (2009) which consisted of data reduction, data display, and conclusion drawing.

Results and Discussion

A. Result of observation

1. 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.

2. 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.

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B. Result of interview

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

Based on interviews, reisearchers discovered that the teaching strategy used by teacher was a student-centered approach teaching strategy by using small group discussions method. 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. The statements of students interviewed by researchers supported the implementation of teaching strategy that teacher used in the class by using student-centered approach teaching strategy specifically using small group discussions.

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. And the disadvantage of the student-centered teaching strategy was that some students sense of interest and a way of thinking stll weak because they have no interest in learning.

2. The reason of English teacher used the teaching strategies

Teacher used this teaching strategy because the school curriculum reiquires 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. Another reason teacher used student-centered teaching startegy because they do not want their students to be passive.

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

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. And there was a teaching strategy used by teachers that students like when learning English, students like descriptions, teacher explain the lesson, presentations and discussions. And there was a teaching strategy used by teacher that students dislike the reasercher found that students dislike grammar teaching strategies because they are bored, despite the fact that grammar is a topic, not a teaching strategy. And 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.

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.

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