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ABSTRACT

AWAL WAHYUDDIN, 2024. *Teachers' Strategies in Teaching English at Television Program Production and Broadcast Class at SMK Negeri 3 Parepare*. **Supervised by** Nasrullah and Patahuddin.

Mastery of English is essential in this global era, especially in Indonesia. This research focuses on English teaching strategies in the Television Production and Broadcast Program class at SMK Negeri 3 Parepare. Challenges involve a general curriculum that lacks specificity, books that do not match the vocational program, and material that is hard for students. This research aims to explore teachers' teaching strategies in dealing with these obstacles, in the hope of contributing to improving the quality of English language learning in vocational schools.

This study aims to find out the teacher's strategy in teaching English in Television Program Production and Broadcast class and students' response through the teaching strategy. This research was conducted through descriptive qualitative method with percentage to get the data. The sample of this study consisted of two English teachers and students of Television Program Production and Broadcast class at SMK Negeri 3 Parepare. To collect data, the researcher used two research instruments, namely; classroom observation and interview.

The results of the study show that there are four types of strategies that are often used by teachers, namely lecturer method, group discussion, the use of multimedia, and student presentation. Then, from the four strategies, students prefer the group discussion method than the other method.

Keywords: Teachers' Strategies, Student Response, Television Program Production and Broadcast Class

ABSTRAK

AWAL WAHYUDDIN, 2024. *Strategi Guru dalam Pengajaran Bahasa Inggris pada Kelas Produksi dan Siaran Program Televisi di SMK Negeri 3 Parepare.* ***Dibimbing oleh*** *Nasrullah dan Patahuddin.*

Penguasaan bahasa Inggris sangat penting di era global ini, terutama di Indonesia. Penelitian ini fokus pada strategi pengajaran bahasa Inggris di kelas Produksi dan Siaran Program Televisi di SMK Negeri 3 Parepare. Tantangan melibatkan kurikulum umum yang kurang spesifik, buku-buku yang tidak sesuai dengan program kejuruan, dan materi yang sulit bagi siswa. Penelitian ini bertujuan untuk menjelajahi strategi pengajaran guru dalam mengatasi hambatan-hambatan ini, dengan harapan berkontribusi pada peningkatan kualitas pembelajaran bahasa Inggris di sekolah kejuruan.

Studi ini bertujuan untuk mengetahui strategi pengajaran guru dalam mengajarkan bahasa Inggris di kelas Produksi dan Siaran Program Televisi dan respon siswa terhadap strategi pengajaran tersebut. Penelitian ini dilakukan melalui metode deskriptif kualitatif dengan persentase untuk mendapatkan data. Sampel penelitian terdiri dari dua guru bahasa Inggris dan siswa kelas Produksi dan Siaran Program Televisi di SMK Negeri 3 Parepare. Untuk mengumpulkan data, peneliti menggunakan dua instrumen penelitian, yaitu observasi kelas dan wawancara.

Hasil penelitian menunjukkan bahwa ada empat jenis strategi yang sering digunakan oleh guru, yaitu metode ceramah, diskusi kelompok, penggunaan multimedia, dan presentasi siswa. Dari keempat strategi tersebut, siswa lebih memilih metode diskusi kelompok dibandingkan dengan metode lainnya.

Keywords: *Strategi, Respon Siswa dan, Kelas Produksi dan Siaran Program Televisi*

CHAPTER I

INTRODUCTION

A. Background

Learning English is now very essential for almost everyone in the world. As an global language, English plays the significant role in various fields such as tourism, communication, trade and others. English is a universal language that is used for global communication. According to Fitriana (2012), “mastery of English is very significant since almost all global information sources in many aspects of life use this language.”. If you want to easily communicate with people from around the world, learning English is essential. There are so many languages in the world. To overcome this problem were needed universal language. In this case, English was an international language that has been used by million people.

In Indonesia, English was identified as a foreign language. Thus, it was been important for people to learn English. Considering the importance of English, students studied English from the lower school level to the advanced level. For students, it's important to know English because it helps them understand subjects like science, technology, art, and culture. Being good at English can bring many benefits to students. To help students get better at it, teachers, who play a big role in school, require strategies to facilitate the teaching and learning processes.

The result of learning English hinge on on some aspects. The way a teacher conducts the teaching and learning process in the classroom has a direct impact on the quality of learning. The teaching process requires the teacher to have the skill to effectively convey subject materials to the students. The teaching process goes beyond the teacher's skill in presenting subject material; it also requires creativity and strategic planning to maintain an engaging classroom environment. A teacher with greater creativity tends to yield improved outcomes. In practice, teachers must make decisions on managing the classroom in real-life situations. The majority of situations that arise in the classroom hinge on the teacher's management approach. While numerous language teaching strategies exist, instructing in front of the class poses additional complexities, particularly in vocational schools.

Vocational schools have a similar academic level as senior high schools. Actually, the senior high school and the vocational schools were on the same level. The instructional activities in vocational schools were concentrated on the effort to expand and enhance students' knowledge and skill as well. This tendency can be observed in the current study programs that the vocational school is offering. How to be the skilful human were more significant to reach than just be the smart human theoretically. This tendency is influenced by most of the material taught at this school, including English. In this situation, English is adapted to certain fields that is something students should learn. In vocational high schools, English material is delivered through the English for Specific Purposes (ESP) approach.

Vocational schools face several challenges, and one of them pertains to the curriculum, particularly the content and structure of the syllabus for English subjects. According to Putriyani, (2015) she state that the curriculum in vocational schools is nearly identical to that of senior high schools. Senior high schools prioritize general education and preparation for college, while vocational high schools are more oriented towards practical skills and preparation for the world of work. It's overly general and might not be fully applicable in the context of vocational schools that need to be more specific.

Another problem is the English textbooks used in vocational schools. Based on initial observations conducted by researchers, English books are utilized across all programs in vocational schools based on curriculum 2013. The textbook design should be customized for each program as they have different English language requirements, thus requiring specific content personalized to the needs of students. The current syllabus is considered too difficult for students due to its heavy material. Students enrolled in the Television Program Production and Broadcast Class, in particular, need specific English learning materials that are directly relevant to their programs. But in fact, at school they are still studying English lessons which are generally learned in high school, there is no specific English lesson that is applied in this class. Sometimes, students feel confused by the learning materials presented by the teacher.

Developing or designing an effective strategies is crucial for attaining teaching aims in schools. Teaching strategies refer to the chosen approach for

delivering learning materials to students within a specific learning environment. It involves the strategy, variety, and preparation of activities aimed at imparting learning skills to students.

Referring to the previous explanation, this study aims to find and understand the strategies utilized by teachers in teaching English. Therefore, the researcher formulated a study entitled "**Teachers' Strategies in Teaching English at Television Program Production and Broadcast Class at SMK Negeri 3 Parepare**".

B. Problem Statement

The teaching strategy employed by teachers in vocational schools for English appears to be general, whereas students require a more specific and targeted approach to learning English. Teachers must assist students in acquiring English that is relevant to their programs, especially in the Television Program Production and Broadcast Class Program. Thus, there is a need for teachers to adopt a more specific strategy when teaching English in vocational schools.

These observations lead the researcher to formulate the following research questions as follows:

1. What is the teachers' strategies in teaching English at Television Program Production and Broadcast Class of SMK Negeri 3 Parepare?
2. What is the students' response on the teachers' strategies at Television Program Production and Broadcast Class in SMK Negeri 3 Parepare?

C. Objective of Research

Considering the issues raised in the problem statements, the researcher seeks to investigate:

1. To find out the teachers' strategies in teaching English at Television Program Production and Broadcast Class of SMK Negeri 3 Parepare?
2. To find out the students' response on the teachers' strategies at Television Program Production and Broadcast Class in SMK Negeri 3 Parepare?

D. Significant of Research

This research was undertaken to establish its significance. The researcher hopes that the results of this study will be useful for Television Program Production and Broadcast Class students to enhance their proficiency in English. The findings of this study are beneficial for teachers of English of Television Program Production and Broadcast Class at SMK Negeri 3 Parepare in providing relevant English learning materials using relevant English teaching strategies for their pupils. The results of this study are an encouragement for other students of the English Education Department to conduct similar research in various fields of study. Most importantly, this research is expected to encourage the government to develop a specialized English curriculum for all vocational majors in Indonesia.

E. Scope of The Research

This study was made for this following scope :

1. By discipline, the research is limited about teaching strategy that used by English teacher at Television Program Production and Broadcast Class at SMK Negeri 3 Parepare
2. By content, the researcher will more focused on finding the teacher strategy in teaching english at Television Program Production and Broadcast Class at SMK Negeri 3 Parepare
3. By activity, The researcher will observe the teachers' teaching strategy in class, and conducting interviews with teachers. and also for the students' to find out their responds response on the teachers' strategies at Television Program Production and Broadcast Class in SMK Negeri 3 Parepare.

CHAPTER II

LITERATURE REVIEW

This chapter provides an analysis of the relevant literature, incorporating related research findings and pertinent ideas.

A. Some Related Findings

Inayah (2014) in her research, based on the conclusion she divided it into three parts. First, the EFL or the English as a Foreign Language teachers in public vocational high schools in Singaraja applied several teaching strategies. Secondly, there are similarities in teaching strategies between one school and another, with both commonalities and variations in the emphasis on skills and the procedures used to implement these strategies. The three schools differed in the number of strategies they implemented. Third, she mentioned that there were several issues that EFL teachers faced in implementing the strategy. The issues arise from the students, due to their level in school, motivation and ability heterogeneity. In addition, there are the limitations of the facilities and the teachers' personality and lack of willingness to teach.

Nurhayati (2014) in her findings, she determined the English teachers at SMK Negeri 2 Trenggalek, responsible for the pastry class, might not have been fully conscious of the language needs of the students. These needs encompass: 1) Addressing the requirements of pastry students to effectively communicate in the realms of cake, cookie, and beverage production and service. 2) Tailoring learning materials to suit the competency level of pastry students at SMKN 2 Trenggalek.

3) Implementing learning strategies such as direct instruction and cooperative learning, both rooted in the teacher's understanding of students' needs in English learning.

Wahidah (2015), she identified four common teaching approachesor strategies used by the English teachers at Muslim Wittaya Phuket namely: direct teachings, mastery learnings, cooperative learnings, and problem based learning. This is in line with the types recognized by Kindsvatter (1996) and Sadker (2005). The findings significantly answered the research questions and strengthened the existing theories. The results of this study corroborate the theories put forward by experts. In closing, she advised teachers to use appropriate teaching methods to support students in their learning endeavors. In addition, teachers are also encouraged to combine various teaching strategies for more effective results.

Putriyani (2015), in In her conclusion, she conclude that the strategy for teaching English in the Nursings Class at SMKN Samudera Nusantara involved four main approaches. Further research could explore the specific impact and effectiveness of each strategy to improve language teaching practices in vocational education.

Asmin (2019) based on her research, the information suggests that both teachers adhered to the 2013 curriculum by incorporating the Scientific Learning Approach, which involves activities like observing, questioning, experimenting, associating, and communicating as the central elements in the learning process. Additionally, both teachers commonly employed cooperative learning methods,

such as small group discussions and pair work. However, a drawback was identified in that the English instruction used mirrored general English, despite the awareness that teaching English in vocational secondary education should consider English for Specific Purposes. Moreover, both teachers utilized the same textbooks as those in general high schools, which often lack content relevant to the specific needs of vocational students. The teachers explained that this was due to limited time and a lack of understanding on how to design specific teaching materials for their students.

Mustika & Wardah (2021), they The study aimed to analyze the strategies employed by teachers in teaching English and identify the influencing factors behind these strategies. The research findings revealed that the teachers utilized five teaching strategies, influenced by three key factors.

Amaliah (2022), in her research From the study results, it was identified that teachers employed various strategies in teaching English online during the pandemic. These strategies encompassed discussion, independent learning, small group work, project-based learning, and collaborative learning. While the selection of appropriate learning media was deemed crucial for the success of online learning, teachers also exerted effort to effectively deliver the learning materials.

Rohmatullaili, (2023), in her conclusion mentioned that English teachers in the inclusive classrooms at Al Firdaus Junior High School utilize two main teaching strategies: active learning and cooperative learning. Despite the effective

application of these strategies, teachers encounter challenges, including difficulties in selecting appropriate learning materials and managing the students' moods within the classroom. In addressing these issues, teachers employ various solutions such as sharing information with shadow teachers regarding the students' abilities and learning goals.

Abduh et al., (2022) The research outcomes uncovered that (1) English teachers at SMA Negeri 7 Bone employed four teaching strategies. (2) The researcher categorized students' motivation into six aspects, including concentration, readiness, need, joyfulness, positive attitudes, and enthusiasm. Based on these categories, it was observed that the teaching strategies had an impact on students' motivation, particularly through a focus on teacher-student interaction. The findings also indicated that teachers made efforts to adapt their teaching strategies, incorporating elements like humor.

Indrajid Afifah, (2022) The research findings indicate that thru the Covid-19 plague in Indonesia, the English teacher at National Vocational High School 1 Taluk Kuantan adapted to online learning using E-Learning mediums such as Google Classroom, WhatsApp Group, and Google Meet. The teacher employed various strategies, including independent learning where students received materials and assignments to study independently.

Lestari et al., (2016) The study explored English teaching strategies in a qualitative case study with a homeroom teacher and 24 male fifth-grade students. Four planning strategies and sixteen implementation strategies were identified,

along with five assessment methods. Positive student responses, including increased participation, understanding, memory retention, attention, and enthusiasm, highlighted the effectiveness of the strategies in enhancing the English learning experience.

Fitriani et al., (2021) based on findings from the study show that English teachers use four strategies for vocabulary instruction, which include the use of pictures, memorization, translation, and game-based approaches such as word chains. These strategies have a positive impact, preventing student boredom, fostering easy interaction among peers and with the teacher, and ultimately improving students' vocabulary skills.

The findings from previous research are relevant to the upcoming study conducted by the researcher. There is a similarity in the focus on investigating teachers and teaching strategies. This alignment is due to the necessity of tailoring the English materials and teaching strategies to the specific program requirements, ensuring they are suitable and relevant to the students' program skills or needs.

B. Some Pertinent Ideas

In this In this section, the relevant literature associated with the research focus will be discussed, including the definitions of strategy, learning strategy, curriculum, vocational school, and Television Program Production and Broadcasting Program.

1. Strategy

The word "strategy" originates from the Greek word *strategia* (stratos = military and ag = lead), which means the art or science of becoming a general of an army. In a more specific context, a strategy involves the efficient management of troops, ships, or aircraft in a carefully planned campaign. Another term, albeit related, is tactics, which maintains the tools utilized to ensure the success of a strategy. Although these two terms are often used interchangeably, they possess some distinct characteristics: planning, competition, conscious manipulation, and movement towards a goal. In non-military contexts, the concept of strategy extends to decidedly non-hostile situations, where it denotes a conscious plan, move, or action designed to achieve a specific goal. (Majid, 2018).

Originally, the term "strategy" emerged in the military domain, where it denoted the approach of utilizing all military capabilities to secure victory in a war. An individual involved in devising a strategy for winning a war would, before taking action, assess the strength of their troops in terms of both quantity and quality.

According to Bahri & Zain (2010), in generally, strategy is defined as an outline of way for action in an effort to achieve predetermined goals. In the context of learning, a strategy can be understood as a broad pattern of activities involving both teachers and students in facilitating interaction to attain predefined objectives. In this context, the outlined goals refer to the learning outcomes. While the term "strategy" is commonly associated with the military, its application extends to the field of education as well.

2. Teaching Strategy

a. Definition of Teaching Strategies

Indrajid Afifah, (2022) the teaching strategies refer to the methods or approaches that teachers use to help students learn. A good teaching strategy should be matched to what students learn and how students learn. Teaching is about assisting students in the learning process. The essence of teaching is the teacher's effort to create and design the learning process in students.

Sarjan (2017), teacher strategies are learning activities that need to be undertaken by both teachers and students to successfully and efficiently achieve learning objectives. In other words, learning strategies involve learning actions or methods planned by both teachers and students to ensure efficient and effective achievement of learning objectives.

According Nilsen and Albertalli (2002), In its broadest sense, teaching is the process through which a teacher leads a student or a group of students to a greater or higher level of knowledge or skills.

Also Harida S, Pulingan M, and Nurhamidah (2018) state A teaching strategy is the plan for the learning process crafted by the teacher to attain specific learning objectives. It encompasses how the teacher structures the class, incorporating aspects such as the classroom setting and teaching materials, ensuring all necessary preparations are made for the teaching process. The ultimate expectation is to achieve predefined educational goals.

According to Sarode, (2018), the teaching strategies referring to the methods employed to support students in comprehending the intended course

content and fostering the ability to formulate attainable goals for the future. In simpler terms, a teaching strategy can be defined as a well-thought-out plan comprising a series of activities aimed at realizing specific educational objectives.

Based from the statements above, it can be concluded that teaching strategy is the teacher's effort to achieve learning objectives. It is a plan developed by the teacher to overcome any difficulties during the teaching and learning process.

b. The Categories of Teaching Strategies in Teaching English

According to Sharma, (2015), teaching strategies can be divided into two categories as follows:

1) Autocratic Strategies

Autocratic strategies, also known as the convergent approach, are traditional teaching methods that focus on content and are teacher-centered. In these strategies, the teacher takes a primary role, determining the content independently and imposing knowledge forcefully on students, without considering their interests, attitudes, capacities, abilities, and needs. The approach prioritizes mental development and achieving cognitive objectives, ignoring the importance of group development. In this setup, students have limited freedom for expression, and the emphasis is solely on individual cognitive growth. Autocratic teaching strategies include Lecture, Demonstration, Tutorial, Programmed instruction, etc.strategies:

a) Lecturer Method

According to Nurhalizah (2021), the The lecture method entails the teacher delivering an oral explanation and narration to students in front of the class. It stands out as one of the most frequently employed teaching strategies, characterized by a teacher-centered approach known as the convergent approach..

b) Demonstration Method

Petrina (2017:97), the demonstration is a teaching method primarily dependent on modeling knowledge and skills. It entails a form of presentation in which the teacher or learners illustrate how something functions, providing a showcase of the process or steps involved. It is mean demonstration technique is a teaching technique where the teacher demonstrates about something can be a process, situation or an object in front of the students while explaining what he is demonstrating.

c) Tutorial

Tutorial (tutoring) is assistance or tutoring to students individually by tutors to students (tutee) to help smooth the self-learning process of students individually or in groups related to group with regard to teaching material, Irwansyah (2013).

d) The Use of Multimedia

The multimedia methods comprise presentations using slide shows, films, PowerPoint presentations, and transparencies. Utilizing visual aids in instruction proves beneficial for enhancing students' comprehension of

presented ideas. Crafting an effective presentation involves maintaining concise and focused notes, along with incorporating appealing and pertinent images. Well-executed presentations possess the potential to captivate students, making the learning process more interesting and effective. Visual aids play a crucial role in clarifying concepts and minimizing confusion during instruction, Sharma (2015).

2) Democratic Strategies

The democratic method is a student-centered learning method. The opposite of the autocratic strategy, the student's position is primary while the teacher's position is secondary. As a result of employing this strategy, there is extensive interaction between students and teachers. This fosters the development of their constructive abilities based on their interests, attitudes, capacities, abilities, needs, and mental levels. Democratic strategies are objective, providing maximum benefits to gifted students. The following are examples of democratic strategies:

e) Group Discussion

According to Bahri & Zain, (2010) Group discussion involves presenting a lesson by introducing a problem to students, typically in the form of statements or questions that require collaborative discussion and resolution. It means group discussion is a learning model where the educator gives a theme of a problem to students in a group, and at that time these students together look for solutions to the problem by discussing or sharing information and ideas. Group discussion encourages active participation from

a larger number of students, fostering an environment that enhances their learning experience, Sharma, (2015).

f) Role Play

Role plays is a learning method or system in which learners act as certain characters in a created or simulated situation. Role playing is a game in which players play the roles of imaginary characters and collaborate with each other. imaginary characters and collaborate to create a story together, Nurhasanah (2020). Learners interact with each other according to the character they are playing, describing behaviors, expressing opinions, and performing assigned roles. It aims to improve learners' understanding, social skills, critical thinking skills, and problem-solving abilityRoleplay involves participants taking on imaginary roles and collaborating to create and act out stories. Players perform actions such as roles selected according to the character of the role. demonstrating.

g) Simulation

The simulation learning method involves creating an imitation or representation of a real-life situation or environment to facilitate learning and understanding (state of affairs) or process, Sudjana, (2017). A simulation a bit differs from role-play as students engage in a situation and apply their acquired knowledge and intelligence to navigate and complete the simulation.

h) Students Presentation

Students presentation encouraging students to prepare and subsequently present information to the entire class can serve as an enjoyable and engaging

teaching method, Sharma, (2015). Students are requested to present in front of the class and explain in front of their peers.

i) Brainstorming

Brainstorming is a method to inspire students to express their ideas freely. During the initial stage of brainstorming, all ideas are welcomed without immediate judgment, irrespective of their practicality or usefulness.

j) Independent Study

Independent study refers to an approach where individuals study material or topics independently without the direct supervision or guidance of a teacher or instructor. Meyer et al. (2008) stated that the most prevalent form of independent learning is through 'self-regulated' learning, where students comprehend their learning process, are motivated to take responsibility for their learning, and collaborate with teachers to organize their learning environment.

3. English for Specific Purpose

Hamidah & Yanuarmawan, (2019) said that English for special purpose or ESP is a contemporary teaching approach applied in specific fields and studies to meet the distinct needs of professionals in various domains. The objectives of this program encompass introducing Vocational School Teachers to mastery skills in English for Specific Purposes, enhancing English teaching practices, deepening knowledge in this specialized area, and providing support for English teaching, along with strategies to address challenges encountered when applying English for Specific Purposes in classroom.

According to Hyland, (2022) state that English for Specific Purposes (ESP) is an instructional approach designed to assist students in learning or conducting research in the specific types of English relevant to their needs. Developed over 50 years through research and classroom application, ESP has gained significant prominence in university settings and workplaces globally. The fundamental concept driving ESP is the recognition that learners possess distinct needs based on their academic or professional aspirations. This understanding has led to the widespread adoption of ESP in universities worldwide, reflecting its adaptability to diverse learning goals.

Agustina, (2014) English for Specific Purposes (ESP) is a targeted and specialized instructional approach used in language teaching, strategically designed to meet the unique and specific needs of a particular group of learners.

Hutchinson & Walters, (1987) ESP, or English for Special Purposes (ESP) is a teaching method that concentrates on the distinct and specific requirements of learners. The decisions regarding content and methods are determined by the particular reasons of those learners.

Bracaj (2014) states "English for Specific Purposes (ESP) emerged as a term in the 1960s because it was increasingly realized that general English courses often did not meet the needs of learners or employers". As English became increasingly dominant as the lingua franca or language of business, media, technology, medicine, education and research, the demand for ESP increased. Especially, English as a Foreign Language countries where English is mainly used for influential purposes.

Based on the statements, english for specific purpose emerges as a guide for teachers in teaching English, especially in addressing the shortcomings of the current English curriculum. The existing English subjects are deemed too generic for learners, providing content that is overly broad. By adopting english for specific purpose, students can receive English instruction tailored to their specific needs and preferences.

In simpler terms, ESP is an approach to language learning centered around students' needs. This implies that, before teaching ESP to students, teachers need to understand the specific requirements of the learners in terms of language acquisition. To ascertain these needs, teachers must conduct an analysis, distinguishing between target requirements and learning requirements. Target requirements encompass the essential tasks students must undertake for learning. It is more beneficial to examine the target situation in relation to needs, deficiencies, and wants. Needs refer to the specific requirements dictated by the demands of the target situation, encompassing what the learner must grasp to function efficiently in that setting. Deficiencies represent the disparity between the learner's existing knowledge and the identified needs. Wants indicate the learner's preferences and desires in the learning process.

4. Curriculum

a. Definition of Curriculum

Lunenburg, (2011) state “there are many conceptions and definitions of the curriculum: as content, as learning experiences, as behavioral objectives, as

a plan for instruction, and as a nontechnical approach".

1) Curriculum as Content

Over the years and still prevailing today, the primary concept of the curriculum revolves around the content or subject matter being taught by teachers and acquired by students.

2) Curriculum as Learning Experience

The idea of the curriculum as the learner's experiences, supplemented by organized content or subject matter, has been introduced in various curriculum publications. It involves choosing content along with corresponding learning experiences.

3) Curriculum as Objective

Historical and current efforts to improve curriculum have extensively used goals and objectives as fundamental elements in curriculum planning.

4) Curriculum as a Plan for Instruction

The majority of textbooks that discuss curriculum concentrate on matters related to curriculum development or improvement, emphasizing curriculum creation. Few books address aspects related to curriculum implementation and evaluation. The steps encompassed in the development, execution, and assessment of the curriculum are considered essential elements of the curriculum plan. A curriculum plan serves as a framework for decision-making and action regarding the functioning of a curriculum targeted at a specific population. Therefore, a curriculum plan has three main functions: generating curriculum for different populations, implementing the curriculum

in a particular school, and assessing the effectiveness of the developed curriculum.

5) Curriculum as a Non-technical Approach

The non-technical approach to curriculum signifies a shift away from traditional curriculum planning, representing a reevaluation of the curriculum concept. Proponents of this approach reject the notion that reality can be captured and represented through symbolic forms like boxes, arrows, and graphs.

Based on the statements, it can be concluded that the curriculum has many definitions depending on its use. It serves as content, encompassing the subject matter of the lesson plan. Additionally, it can be viewed as the learning experiences of the learner, the objectives of teaching and learning, a plan, and as a nontechnical approach.

b. Curriculum 2013

Lunenburg (2011) state “there are many conceptions and definitions of the curriculum: as content, as learning experiences, as behavioral objectives, as a plan for instruction, and as a nontechnical approach”.

1) Definition of Curriculum 2013

The Curriculum 2013 is a curriculum that is implemented in stages in educational units starting in the new school year 2013/2014. After one year of gradual implementation, the new curriculum was implemented simultaneously in all educational units starting in the new academic year 2014/2015.

The Curriculum 2013 is the implementation of Law no. 32 of 2013. The 2013 curriculum is a continuation and improvement of the competency-based curriculum (KBK) and KTSP. Curriculum 2013 is the implementation of Law NO. 32 of 2013. The 2013 curriculum is a continuation and improvement of the competency-based curriculum (KBK) and KTSP. However, the 2013 curriculum focuses more on the competencies of attitudes, knowledge, and skills in an integrated manner, as written in Law 20 of 2003 concerning the National Education System contained in article 35, where graduate competencies refer to the qualifications of a graduate, encompassing attitudes, knowledge, and skills aligned with agreed national standards.

2) Characteristic of Curriculum 2013

The According to Zanuri, (2018), the 2013 curriculum has several characteristics, as follows:

a) Foster a sense of balance between spiritual and social attitudes, curiosity, creativity, and cooperation alongside intellectual and psychomotor abilities.
b) Schools are integral to the community, providing structured learning experiences where students can apply their acquired knowledge within the community and use the community as a valuable learning source.
c) Cultivate attitudes, knowledge, and skills, applying them in diverse situations within both school and society.
d) Allow ample time for the development of various attitudes, knowledge, and skills.

e) Competencies are articulated through class core competencies, which are further elaborated in the fundamental competencies within specific subjects.

f) Class core competencies serve as a key element in organizing fundamental competencies, where all basic competence and learning process are developed to achieve the competencies outlined in the core capabilities.

g) Fundamental competencies are developed based on the principle of accumulation, mutual reinforcement, and enrichment across subjects and educational levels.

5. Vocational School

a. Definition of Vocational School

According to Suyitno, (2018), Vocational School is a teaching and learning process that prepares students to be able to work professionally in a particular field. This means that every learner who has completed education in the field of technology and vocational education can immediately enter the world of work without doubting their abilities. Because, students who have graduated through the vocational education level already have provisions and experience in certain fields.

Graduates of vocational schools are expected to emerge as adept workers, and effective oral communication skills are crucial at this stage. This aligns with the overarching objective of English instruction in vocational schools. The curriculum should incorporate communicative activities,

facilitating interaction among students and between students and teachers. English teaching in vocational high schools must be tailored to the students' specific programs of study. Vocational school English instructors need to focus on teaching English language aspects directly relevant to the students' majors.

b. Television Program Production and Broadcast

Television Program Production and Broadcasting is a major related to the production of television content, be it in the form of programs, news, advertisements, or other productions. This major is usually offered in colleges or high schools that offer educational programs in the field of communication or broadcasting. According to Wahyudi, (1996), broadcasting is the overall preparation of production materials, production processes, preparation of broadcast materials, transmission to broadcast receivers in a place. Broadcasting refers to the activities that enable radio and television broadcasting, including the ideal, hardware and software aspects of transmitting or transmitting, either on land or in space using electromagnetic waves or higher waves to be transmitted and received by the public through radio or television receivers with or without assistive devices.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research will be conducted using descriptive qualitative method. The researcher will investigate about teachers strategies in teaching English in Television Program Production and Broadcast Class of SMK Negeri 3 Parepare. This research requires a method to collect and analyze data in accordance with the purpose of this study to get an exact overview of the teacher's strategy in teaching English in the Television Program Production and Broadcast Class. Therefore, in this study, the researcher employed a descriptive qualitative method.

B. Research Site and Participant

This research will conducted in one of the vocational high schools, precisely in SMK Negeri 3 Parepare. Which aims to identify the teaching strategies employed by the teacher in teaching English. The research participants were selected from the teachers who teach English in the Television Program Production and Broadcast class. And, to know the students' respond researcher gave questioner to all student at Television Program Production and Broadcast class which consist of 36 students. That was why, this research used *purposive sampling*. Purposive sampling is a sampling technique that involves selecting participants based on specific criteria or considerations, Sugiyono (2015). Based on these definitions, it can

be concluded that purposive sampling is the selection of samples to be studied based on the criteria, properties or characteristics defined by the researcher.

C. Procedure of Collecting Data

With data collection procedures, the researcher obtained the required data through various methods. However, in this study, only two data collection techniques were used, as follows:

1. Observation

In this study, the researcher using observation to collect the data. Ary et al., (2010) defined that observation is a fundamental qualitative research method, providing valuable insights in descriptive research by directly witnessing and recording certain types of information. The researcher utilized observation to collect information about the strategies applied by teachers in teaching English. The observation process involved the following steps: 1) Preparation of the observation sheet, 2) Active participation in the classroom, and 3) Direct observation of the English teaching strategies employed by teachers. This non-participant observation method was chosen to firsthand observe the strategies applied in the English course for students in the Television Program Production and Broadcast Class at SMK Negeri 3 Parepare, allowing the researcher to directly witness the teaching and learning of the English language.

2. Interview

Interviews were employed to complement the data gathered through observation. According to Ary et al (2010), nterviews can provide

information that may not be accessible through observation, or they can be utilized to validate observations. The three types of interviews are as follows::

a. Unstructured interview. This type of interview is heavily guided by the respondents' answers rather than the researcher, making it challenging to predict the direction of the interview.
b. Semi-structured interview. The interview begins with a general idea from the researcher, but the questions are not predetermined. The direction of the interview is flexible.
c. Structured interview. The interview is guided by the researcher's general idea, using a list of questions prepared in advance.

Based on the explanations, the researcher may conduct interviews in a structured or semi-structured way, face-to-face. The researcher's task is to prepare several questions that prompt participants to explore the required information. It is assumed that the subject/respondent knows themselves best, and the information conveyed by the respondent is considered true and reliable.

D. Technique of the Data Analysis

In this study, the data will be analyzed using a descriptive qualitative method with percentages. The percentage analysis will be applied to evaluate the rate of teachers' strategies and students' responses in teaching and learning English at the Television Program Production and Broadcast class at SMK Negeri 3 Parepare, using the following formula:

$$P = \frac{F}{N} x\ 100\ \%$$

Where: P = percentages

F = frequency

N = total sample, (Ary et al., 2010)

Complete the outcome by describing about the teachers' strategies in teaching English at Television Program Production and Broadcast class of SMK Negeri 3 Parepare.

The result of interview be analyzed using Strauss and Corbin model which states that, Grounded Theory research, consists of three types of coding, namely open coding, axial coding and selective coding

E. Research Validity

The validity stage of the study will carried out after the previous research stage was carried out. Research validity is a quantity that shows the accuracy and validity of data, research can be said to be valid if it does not find differences between the information reported by the investigator and the actual data. In this study, a triangulation credibility test was employed, involving the cross-verification of data from multiple sources or the identical source. After gaining the results of data analysis, any disparities between the collected data and the information provided by the source were scrutinized. In case of differences, further discussions were conducted with the source in question to ensure the accuracy of the data.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses research findings and discussion. The research findings consist of a description of the results of data analysis. Meanwhile, the discussion contains explanations and interpretations of the research findings.

A. Findings

The information gathered through the observation and interview process will be described in this part. The findings that the researcher found from this study were about the findings from observations, interviews with teachers and interviews with students about strategies used by the teachers in teaching English in the Television Program Production and Broadcast class and the students' responses through these strategies. All findings are described below:

1. The Teachers' Strategies in Teaching at Television Program Production and Broadcast class at SMK Negeri 3 Parepare

In this part the data of the research gathered by using an observation checklist. The researchers observed the teacher to find out what kind of learning strategies that the teacher used to deliver learning materials in class.

There is two teacher who teach in Broadcasting class. One is in class XI and the other teaches in class XII. Based on the list of observations and interviews, the researcher found that these teachers apply four types of teaching strategies. They use these strategies according to the needs of the students in each meeting. The teachers also pay attention to the types of teaching materials that can be difficult by using certain strategies. The types of strategies can be seen in the following table:

Table 4. 1 Types of Teaching Strategies that Applied by The Teachers

No	Types of Teaching Strategies	Frequency	Percentage
1.	Lecturer Method	6	54,5%
2.	Group Discussion	2	18,2%
3.	The use of Multimedia	2	18,2%
4.	Student Presentation	1	9,1%
	Total	**11**	**100%**

Based on table 4.1, teachers apply autocratic and democratic teaching strategies. The autocratic strategies are lecturer method and the use of multimedia. While the democratic method is group discussion and student presentation. It showed that group discussion was more frequently applied than the Lecturer method, the use of multimedia and student presentation.

2. The result of interview with the teacher About Teachers' Strategies in Teaching at Television Program Production and Broadcast class at SMK Negeri 3 Parepare

Based on previous observations, it was found that teachers usually use four types of learning strategies when conducting classroom learning. The four strategies are classified into two types of strategy approaches, namely autocratic strategies and democratic strategies. Autocratic strategies include the lecture method and the use of multimedia, while democratic strategies include group discussions and student presentations.

Teachers apply the lecture method for some materials that require further explanation. Meanwhile, in the democratic approach, she applies student

presentations and group discussion strategies to enrich classroom interaction. Also the teacher said, the use of teaching strategies is carried out according to the conditions depending on the material being taught, and the availability of tools.

Below is the transcript of the teacher interview:

Interviewer : What strategy do you apply in teaching?

Teacher 1 : baik, seperti yang Anda lihat sebelumnya, dalam teacher centered, saya menggunakan metode ceramah untuk menjelaskan materi kepada siswa, lalu saya juga menggunakan multimedia LCD atau presentasi PPT untuk memberikan pelajaran kepada siswa, dan kemudian dalam student centered saya terkadang meminta siswa untuk melakukan presentasi di depan teman-temannya. Saya juga terkadang menggunakan strategi diskusi kelompok agar siswa lebih aktif jadi tidak monoton dan lebih bervariasi

Interview : Why do you apply that strategies?

Teacher 1 : Karena mudah digunakan dan membuat siswa lebih aktif. Saya juga sudah sering menggunakan strategi ini sebelumnya. Tergantung kondisi siswa.

Interviewer : What are the advantages and disadvantages of that strategies?

Teacher 1 : Kelebihannya misalnya metode ceramah, siswa lebih mudah menerima materi pelajaran, kekurangannya siswa menjadi kurang aktif, multimedia lebih mudah menjelaskan karena ada tampilan visual yang dilihat, kekurangannya terkadang

alatnya tidak tersedia. Kalau metode diskusi kelompok, siswa menjadi lebih aktif. kemudian presentasi siswa, kelebihannya siswa menjadi mahir menjadi presenter, kekurangannya terkadang malu untuk presentasi. masing-masing memiliki kelebihan dan kekurangan.

Interviewer : When does the strategy applied?

Teacher 1 : tergantung ya, tergantung dari materinya dan siswanya juga dan juga ketersediaan alat, artinya menyesuaikan.

(Recorded on 26th January 2024)

The teacher also mentioned that students prefer democratic strategies over autocratic strategies. They enjoy the democratic approach as it allows them to be more active in the learning process.

Based on the percentage data, it can be seen that teachers more often use the lecture method because the explanation from the book is fairly difficult for students to understand, so it requires a more in-depth explanation so that students can better understand and understand the material taught by the teacher.

Interviewer : What strategy do you apply in teaching?

Teacher 2 : Strateginya itu adalah menjelaskan materi atau biasa disebut metode ceramah dek. Kadang juga saya suruh bikin kelompok dan suruh belajar sendiri

Interview : Why do you apply that strategies?

Teacher 2 : karena kadang anak anak dikasih buku saja mereka sulit

mengerti kalo belajar sendiri, makanya butuh dijelaskan biar siswa paham. Strategi ini selalu saya gunakan kalo mengajar karena ya itu gampang buat diaplikasikan

Interviewer : What are the advantages and disadvantages of that strategies?

Teacher 2 : Saya yakin setiap strategi memiliki kelebihan dan kekurangan. Kelebihannya dari metode saya ini adalah siswa dapat lebih memahami materi, kekurangannya adalah terkadang ada siswa yang tidak fokus dan kurang memahami

Interviewer : When does the strategy applied?

Teacher 2 : saya pakai ketika memasuki bab atau materi baru atau ketika materinya susah dimengerti siswa

Interviewer : How do the students' responds about the strategy?

Teacher 2 : Respon siswa terhadap metode ceramah saya cukup baik, mereka juga terlihat santai dan senang saat belajar.

Interviewer : Which one does the students like autocratic or democratic strategy?

Teacher 2 : Menurut saya, siswa lebih menyukai metode yang demokratis sih. Jika metode ceramah digunakan, siswa juga kayanya merasa bosan.

(Recorded on 26th January 2024)

Tabel 4. 1 Coding of Interview

Open Coding		Axial Coding	Selective Coding
Teachers 1	Teachers 2		
Teaching strategies applied: lectures, multimedia, student presentations, group discussions.	Teaching strategies applied: Lecture method, independent learning.	Lecture method, multimedia, student presentation, group discussion, independent learning.	Teaching strategies that suit students' needs and characteristics, with a focus on understanding the material and engaging students in learning.
Reasons for use: Ease of use, making students more active, previous experience, student conditions.	Reasons for use: Helps students understand the material, ease of use.	Ease of use, student activation, previous experience, student conditions.	
Advantages and disadvantages of the strategies: Lecture method - easy for students to accept, but less active. Multimedia - easier to explain, but depends on availability of tools. Group discussion - students are more active, but sometimes shy to present.	Pros and cons of strategies: Understanding the material, but some students are not focused.	Advantages of the strategy understanding the material, easy for students to accept, students are active, Disadvantages of the strategy students are less active, depending on the availability of tools, students are not focused.	
Implementation time: Depends on the material, students, and availability of tools.	Time of implementation: When entering new material or when students have difficulty understanding.	Depends on the material, students, and availability of tools.	
Student response: Positive, students are happy.	Student response: Good, students are relaxed and happy.	Positive response, students are happy and relaxed.	

Student preference: Democratic.	Student preference: Democratic.	Democratic	

All teaching strategies found were also in accordance with the theory adapted by the researcher from Sharma, namely autocratic and democratic strategies. Although there are differences in the strategies applied, such as lectures versus group discussions, the ultimate goal is to ensure students' understanding and engagement in the learning process. Students' preference for democratic strategies also shows the importance of paying attention to students' participation in decision-making related to learning.

Thus, the main conclusion is that both teachers choose teaching strategies that suit students' needs and characteristics, focusing on students' understanding of the material and engagement in learning.

3. The result of interview to find the Students' Response through The Teaching Strategies

From the results of interviews with students to find students' responses to these learning strategies, the researcher found varied results. The lecture method is less favored by students because students feel bored. Sometimes students are also confused by the teacher's explanation which is sometimes confusing or beat around the bush so that the material is only understood by some students.

However, there are also those who like it because it is easier to understand the material if it is explained by using lecture method.

Q : Why do you prefer it?

A : Karena bisaki langsung faham materi yang na sampaikan guru

Q : Why you do not like it?

A : kurang suka metode ceramah karena kadang pusing dengar guru menjelaskan kadang kadang beberapa ji siswa yang mengerti penjelasannya

The next strategy was group discussion. Most of students prefer this strategies. Meanwhile, there are some students who do not like group discussions because they are not comfortable and sometimes there are also students who are not active in the group.

Q : Why do you prefer it?

A : Karena lebih gampang buat menyelesaikan tugas karena sama sama ki teman ta

Q : Why do you prefer it?

A : karena saling membantu sesama teman jadi lebih mudah ki kerja soal atau tugas kak

Q : Why you do not like it?

A : Karena kadang ada teman ta yang tidak aktif

Q : Why you do not like it?

A : Kurang nyaman saja, lebih suka belajar sendiri

Students who prefer multimedia method have its own reasons. By using tools, the material presented can be clearer. It also makes students interested in learning, because it uses pictures or visuals to explain the material. Meanwhile, students who did not like the multimedia method were not found. The researcher assumed that all students were happy with the teaching strategy using the multimedia method.

Q : Which one teaching strategies do you prefer?

A : yang pake ppt kak,

Q : Why do you prefer it?

A : Karena sembari guru menjelaskan ada juga gambaran yang bisa diliat jadi bisa langsung mengerti kak

In the results of interviews, it was seen that most of them expressed a lack of confidence in speaking, a lack of tendency to speak, as well as an embarrassment when making presentations.

Q : Why do you prefer it?

A : Karena lebih nyaman dan bisaki presentasikan sesuatu ke teman ta

Q : Why you do not like it?

A : Karena nda pede berbahasa inggris, jelek Bahasa

inggrisku kak

Q : Why you do not like it?

A : karena kaku menjelaskan diatas apalagi kurang dalam berbahasa inggris

Based on the findings from interviews with students above, it can be concluded that every learning strategy applied by teachers in the classroom, whether autocratic or democratic based on Sharma's theory, results in various responses from students.

B. Discussion

In this section, the researcher explains the findings of the study regarding the research results. There are two findings that will be discussed in this section, which are the teachers' strategies in teaching English in the Television and Broadcast Program Production class, the result of interview with the teachers, and the students' responses to those strategies. They are clarified more intensely as follows:

1. Teachers' Strategies in Teaching English in Television Program Production and Broadcasting class SMK Negeri 3 Parepare Based on Direct Observations Found by Researchers

Based on the findings from observations conducted by researchers, it was four types of teaching method or strategies applied by English teachers in the television program class of SMK 3. The four strategies are classified into two types of strategic approaches, namely autocratic strategies and democratic strategies. Autocratic strategies include the lecture method and the use of

multimedia, while democratic strategies include group discussion and students presentation.

The theory in this research adapted from Sharma, 2015, she state that teaching strategies divide in to two categories namely, autocratic and democratic strategies. Autocratic strategies, also known as the convergent approach, represent conventional teaching methods that are content-centeric and teacher-centric. Within these strategies, the teacher holds a main role, prioritizing their position over that of the students. The content is determined solely by the teacher, who, considering themselves as an ideal authority, tends to suppress the interests, attitudes, capacities, abilities, and needs of the students while imposing knowledge forcefully. Consequently, students lack the freedom to express themselves. In autocratic strategies, the emphasis is solely on mental development to achieve cognitive objectives, while the development of group dynamics is disregarded. The democratic approach is a student-centric learning technique that stands in contrast to the autocratic strategy. In this method, the primary position is held by the students, with the teacher assuming a secondary role. This approach encourages maximum interaction between students and teachers, fostering the development of their constructive capacities based on their interests, attitudes, capacities, abilities, needs, and mental levels. Democratic strategies are objective, providing an advantage to exceptionally talented students.

Based on the research findings using observation checklist, can be seen that the teacher apply the autocratic and the democratic strategies in teaching

English on Television Program Production and Broadcast class at SMK Negeri 3 Parepare. The autocratic strategies are lecturer method and the use of multimedia. Lecturer method was applied six times (54.5%) and multimedia method was applied twice (18.2%). While the democratic method is group discussion and student presentation. Group discussion was applied by the teacher twice (18.2%), while student presentation was applied once (9.1%). It showed that group discussion was more frequently applied than the other strategies.

2. **Teachers' Strategies in Teaching English in Television Program Production and Broadcasting class SMK Negeri 3 Parepare Based on Interview with the Teachers.**

Based on the findings from the interviews with teachers above, it can be concluded that each learning material requires different teaching strategies to be implemented.

According to teachers, all four strategies are easy to implement in the classroom. She implements various teaching strategies, both autocratic and democratic strategies. In the autocratic approach, the teacher uses lecture method and multimedia methods to explain the material to the students. Teachers apply the lecture method for some materials that require further explanation. Meanwhile, in the democratic approach, she applies student presentations and group discussion strategies to enrich classroom interaction. Also the teacher said, the use of teaching strategies is carried out according to the conditions depending on the material being taught, and the availability of tools.

The teacher observed that when implementing group discussions, students showed enthusiasm and engagement in learning. On the contrary, when the

teacher employed the lecture method, students appeared bored and less participative with the subject

For example, teachers deliver material about conditional sentence, expression of happiness, and passive sentence using lecture method. Students may look bored but it must be applied so that the delivery of information on learning materials can be understood by students. During the implementation of group discussion, the learning material focused on procedure text. The students were divided into four groups, each comprising four or five members. Their task was to discuss and collaborate on creating a clear explanation of how to perform a particular task. Then, each group presented the outcome of their discussion. Despite some students appearing shy during the presentation, it was a required part of the learning process.

3. Students' Response through Teachers' Strategies

Based on the data obtained about teaching strategies, it was found that there were four types of strategies, namely the lecture method, group discussions, the use of multimedia and student presentations.

From the results of interviews with students to find students' responses to these learning strategies, the researcher found varied results. The lecture method is less favored by students because students feel bored. Sometimes students are also confused by the teacher's explanation which is sometimes confusing or beat around the bush so that the material is only understood by some students. However, there are also those who like it because it is easier to understand the material if it is explained by using lecturer method.

The use of multimedia makes students interested in learning, because it uses pictures or visuals to explain the material. Meanwhile, students who did not like the multimedia method were not found. The researcher assumed that all students were happy with the teaching strategy using the multimedia method.

The next is students presentation. Most of the students expressed a lack of confidence in speaking, a lack of tendency to speak, as well as an embarrassment when making presentations. The main reason for this is the concern their about English language skills which are not good enough, plus a feeling of stiffness when explaining something, especially in English. One of the students stated that she preferred student presentation because it was more comfortable and he could present something to her friends

Based on the interview results with students, it was found that more students prefer group discussion than other strategies. They like group discussion because they can learn together and discuss together to work on assignments; they can help each other if there is something that is not understood, other students said that group discussion feels lively and makes learning feel more exciting and fun.

Based on the findings from interviews with students above, it can be concluded that every learning strategy applied by teachers in the classroom, whether autocratic or democratic based on Sharma's theory, results in various responses from students. In addition to differences in responses, there are also those who have the same response to the learning strategies applied by teachers in

the classroom. For example, there are some students who like the lecture method because they can understand the explanation from the teacher better, but there are also those who find the lecture method boring. In example, there are some students who like the lecture method because they can better understand the teacher's explanation, but there are also some who feel that the lecture method is boring. Teachers need to be imaginative and inventive in order to trigger students' interest in learning. The appeal of teaching strategies relies on how well teachers give instructions.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter comprises the conclusions and suggestion from the discussions presented in the previous chapter.

A. Conclusion

After conducting research and analyzing data using the methods described previously, the researchers concluded that:

1. In learning English in class, the teacher applies four types of teaching strategies to students, namely, *lecturer method (54,5%), group discussion (18,2%), the use of multimedia (18,2%), and students presentation (9,1%).* The teacher applies this strategy because it is easy to apply and suits the students' abilities and also the availability of tools.
2. The students prefer *democratic* rather than *autocratic* learning, especially group discussion, compared to other strategies in learning English in Television Program Production and Broadcast class at SMK Negeri 3 Parepare. The reason most of them like discussion groups is because they can learn together and share knowledge with friends. And what they don't prefer is the students' presentations because they lack confidence in speaking English.

B. Suggestion

After conducting research and analyzing data using the methods described previously, the researchers concluded that:

1. For teacher, it is important for teachers or educators to apply various English teaching strategies to find out what kind of teaching strategies make students interested in learning. Every student has differences in ability, creativity, characteristics, and interests. Therefore, teachers need to be careful in choosing teaching strategies in order to learning objectives can be achieved well.
2. For students, the researcher hopes that students can be more enthusiastic and focused in learning English. The researcher also hopes that students will no longer consider English as a difficult and boring subject, besides that students must be more hardworking and enthusiastic about learning.
3. For the next researcher, hopefully this research can be an additional reference for other researchers. This research can serve as a foundational resource for future researchers embarking on studies related to teachers' strategies in English language instruction.

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