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# Teachers' Strategies in Teaching English at Television Program Production and Broadcast Class at SMK Negeri 3 Parepare

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## ABSTRACT

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**

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.

**Kata Kunci:** *Strategi, Respon Siswa dan, Kelas Produksi dan Siaran Program Televisi.*

## Introduction

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. 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.

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.

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.

**Method**

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. 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. 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. 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 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.

**Results and Discussion**

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:

**A. 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 tabel 4.1, it 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.

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.

**B. 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 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.

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.

**C. Students' Response through Teachers' Strategies discussion**

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.

**Conclusion**

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

a. 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.

b. 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.

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