THE ENGLISH TEACHING STRATEGIES AT SECONDARY SCHOOL IN SURAKARTA

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Abstract: The objectives of this study are: 1) finding out the English teaching strategies at Surakarta Secondary School, 2) describing the impacts of the use of teaching strategies on students learning. This is a descriptive study to an English teacher at Surakarta Secondary School. The data collection techniques consist of observation, interview for an English teacher and six students, and document analysis. The data were analyzed by Miles and Huberman's Interactive Model. The findings of this study are: (1) there are six English teaching strategies used by the teacher at Surakarta Secondary School. Those strategies are a) questioning, b) assignment, c) focus, d) monitoring, e) organization, and f) assessment. (2) The impacts of the use of teaching strategies can be seen from the following aspects: a) students' understanding, b) students' role, and c) students' involvement.

Keywords: *teaching strategies, language learning, secondary school*

INTRODUCTION

Teaching strategies is an essential component in teaching and learning process to achieve the learning objectives. The fundamental importance of teaching strategies is to make it easier to implement a variety of teaching methods and techniques so that the successful learning goals can be achieved. This is supported by Silver, Strong, and Perini (2007: 4). They mention six distinct reasons why teaching strategies are important: (1) strategies are tools for designing lessons and units; (2) strategies make the work differentiating instruction manageable for teachers and motivating for students; (3) strategies provide the tools needed to bring thoughtful programs alive in the classroom; (4) strategies build the skills needed for success in national examination; (5) frequent use of strategies leads to consistent and significant gains in the students achievement; (6) strategies build many kinds of knowledge.

The importance of teaching strategies will affect the results of students' quality of learning. Nightingale and O'Neil (1994) cited in Killen (2006: 3) suggest that high-quality learning has six characteristics: (1) students are able to apply knowledge to solve problems; (2) students are able to communicate their knowledge to others; (3) students are able to perceive relationship between their existing knowledge and the new things they are learning; (4) student retain newly acquired knowledge for a long time; (5) students are able to discover and create new knowledge for themselves; (6) students want to learn more.

The recognition of the present study of teaching strategies has been reflected in

several published international articles (see Kaur & Ka-Kan-dee, 2015; Beihammer & Hascher, 2015; Ismaili, 2015) and national article (Apriyandini, 2016). The study of teaching strategies conducted by Kaur & Ka-kan-dee (2015) is aimed to find what kind of strategies to improve argumentative writing skill in one of University in Thailand. Another research comes from Beihammer & Hascher (2015), they studied the teaching strategies in multi-grade classes in elementary school of Austria and Finland. The next research is about teaching strategies in a multilingual setting conducted by Ismaili (2015) in the South East European University (SEEU). While one of the study of teaching strategies in national scope is represented by Apriyandini (2016) who studied English teaching strategies in Vocational High School of Art, Surakarta.

The consideration of research context which selects Secondary School of Surakarta is originated from my education colleague's personal experience as a student who graduated from Surakarta Secondary School and she recommended me to conduct the research at the school which had effective English teaching and learning process. The English teacher is one of the high achieving teachers in Surakarta in 2017. This is what underlies me to examine more deeply about what teaching strategies are implemented by the teacher and lift it into a research topic.

A great deal of some research above has been conducted on teaching strategies and the aspect that belongs to. The writer has identified the similarity and the difference among the studies above with the recent study. The obvious similarity is illustrated that is teaching strategies as the topic chosen to be discussed. On the other hand, the recent study found the gap related to the setting and the participant of the study. To fill this gap, I independently explore the teaching strategies which is conducted in the field of formal education in the secondary stage. The participant is the first winner of achievement teacher in Surakarta 2017 who teaches English class in Surakarta Secondary School. The current study is, therefore, designed to investigate the specific English teaching strategies preferred by the best achievement English teacher in Surakarta and those impacts toward students' language learning.

LITERATURE REVIEW

Strategies are the crucial thing in teaching and learning process, especially in language teaching and learning. Teachers need to consider the appropriate strategies in order to make the teaching and learning process is going effectively. Teaching strategies are the main element of teaching and learning activity that support students to learn foreign language properly. According to Brown (2007: 132) strategies are those specific "attacks" that we make on a problem, and that very considerably within each individual. They are the moment-by-moment techniques that we employ to solve "problems" posed by second language input and output.

Strategies are used to meet the goal of teaching and learning process. It is useful to achieve students learning objectives. The learning objectives are related to what strategy that is used in the teaching and learning process. Teachers must have learning objective that different in every subject and they would use different strategies to help students achieve the learning objective. Orlich, Harder, Callahan, and Gibson (1998: 45) state teaching strategies contribute teachers' perspectives to get the concept of knowledge that is necessary for students learning process.

Dick and Carey (2001: 189) state that strategy will emphasize components to foster student learning including such pre-instructional activities as stimulating motivation and focusing attention, presentation of new content with examples and demonstrations, active learner participation and assessment, and follow-through activities that relate the newly learned skills to real-world applications. In other words, teaching strategies are defined as component of material and procedure which are used to facilitate and lighten student learning language. Eggen and Kauchak (2012: 6) confirm that strategies for teachers are general approach which applied in many material fields and used to meet variety of learning objectives.

Eggen and Kauchak (2012: 88) define something in deciding or planning the teaching strategies as follow: (a) Teacher should determine the main important topic for students. The topic can be found from text book, standard guidance curriculum, and the teacher's understanding of materials; (b) Teachers should have the objective of the study related with the chosen topic; (c) Teachers should conduct the learning activities which are series of event that help students achieve objective of study. The activities are based on the teaching model and strategies; (d) Teachers should give assessment to students which means gather information and decide how far students' progress in teaching and learning process; (e) Teachers should make sure that the topic, learning objective, learning activities, and assessment are equal.

From the review of theories above, it can be shown that English teaching strategies are a set of approaches or activities used by teachers to help students in achieving learning objectives in learning foreign language.

To produce the desired classroom results, teacher must be well organized, and use time efficiently (Moore, 1999: 45). William and Burden (1997: 48) mentions ten categories which identified as representing elements of good teaching as follows: (a) creating a relax and enjoyable atmosphere in the classroom; (b) retaining control in the classroom; (c) presenting work in an interesting and motivating way; (d) providing conditions so pupils understand the work; (e) making clear what pupils are to do and achieve; (f) judging what can be expected of a pupil; (g) helping pupils with difficulties; (h) encouraging pupils to raise their expectations of themselves; (i) developing personal, mature relationships with pupils; (j) demonstrating personal talents or knowledge.

A good teaching performance is leading teacher to create effective teaching. Orlich, Harder, et al (1998: 59) mentions eight characteristics of effective teaching as follows: (a) have high expectations for student achievement; (b.) adapt instruction and anticipate student misconceptions; (c) teach student metacognitive strategies (those that help learners understand how they learn and how concepts relate to understanding); (d) address all levels of academic subjects; (e) integrate instruction with other subject areas; (f) reflect on actual teaching practices; (g) be an active as opposed to passive teacher; (h) maintain a supportive environment.

In addition, William and Burden (1997: 47) divides nine key factors contributing to effective teaching as follows: (a) clarity of presentation; (b) teacher enthusiasm; (c) variety of activities during lessons; (d) achievement-oriented behavior in classrooms; (e) opportunity to learn criterion material; (f) acknowledgment and stimulation of student ideas; (g) (lack of)

criticism; (h) use of structuring comments at the beginning and during lessons; (i) guiding of student answers.

Then, Eggen and Kauchak (2012: 93) divide some teaching strategies in the teaching and learning process as follow: (a) *Teacher's beliefs and behaviors,* teacher's beliefs and behaviors have an important role to support the students' learning activities and create positive classroom environment and students' motivation; (b) *Organization,* organization means teacher's strategy in managing classroom. It aims to maximize teaching and learning activities. The effective teacher must use more times in teaching; (c) *Communication,* communication refers to teacher's strategy in conveying materials by using language that easily understood by the students. There are four effective aspects for learning process and motivation: (1) *clear language;* (2) *related topic;* (3) *transition signal;* and (4) *emphasizing* (Jetton & Alexander, 1977) cited by Eggen and Kauchak (2012: 98); (d) *Focus,* teacher should be able to attract and maintain students' attention so that students learn as much as possible. Moreover, teacher should give information that students needed to build their knowledge and maintain their attention. There are many things that help students focus such as concrete object, picture, model, materials display, and even written information in the board; (e) *Feedback,* feedback helps students to assess their prior knowledge, gives them information of their construction validity, and help them to develop the previous understanding (Brophy, 2004) cited in Eggen & Kauchak (2012: 99). The aim of feedback is to minimize discrepancy between previous knowledge and learning objectives (Hattie & Timperley, 2002) cited in Eggen & Kauchak (2012: 100); (f) *Complement,* this is the most common

feedback from the teacher. Teacher should complement students appropriate with their achievement so that it will not cause excessive complement and will give positive affect towards them. Their motivation to improve their achievement is the advantages of complement; (g) *Written Feedback,* written feedback refers to give feedback in students' worksheet. Besides, teachers try to help students in differentiating their own answers and teachers' idea so that it will help students to accumulate their knowledge concretely; (h) *Monitoring,* monitoring means continuous process of observing students' verbal and nonverbal behavior to find out evidences of learning process. This strategy is important to manage students in the classroom and maintain students' focus during teaching and learning activities; (i) *Questioning,* Leinhardt & Steele (2005) cited by Eggen & Kauchak (2012: 103) state that questioning is the most comprehensive tools applied and the most effective way to promote interaction between teachers and students in classroom. Teachers help students to relate topic that being studied with the real life by asking questions; (j) *Reviewing and Closing*, review is a summary to help students relate their previous concept of knowledge with what happen in the next learning activities (Eggen & Kauchak, 2012: 107). Teacher may review materials in the beginning or the ending of the lesson.

Based on contemporary dictionaries in Slavin (2003: 138) cited in Brown (2007: 7), learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. He adds that learning is a change in an individual caused by experience.

Brown explains that language learning is to communicate genuinely, spontaneously, and meaningfully in the

second or foreign language. It can be seen that in learning language as second or foreign language, learners build their language competence that is not their first language acquisition. In addition, language learning process has close relation in human beings' activity. It occurs in the interaction of real life.

The goal of language learning is communicative competence (Brown, 2001: 13). Communicative goals are best achieved by giving due attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and to students' eventual need to apply classroom learning to previously unrehearsed contexts in the real world." From the explanation above, language learning can be stated as the way of English Foreign Language students acquire the language with its components to be used for communicating with others.

Cruickshank (2009: 168) states cognitive domain causes learners to engage in mental or intellectual tasks. Bloom's cognitive domains According to Cruickshank, there are six levels of cognitive complexity from the simplest to the most complex which is called Bloom's cognitive domains: (1) *Knowledge,* learners have knowledge of and the ability to recall or to recognize information; (2) *Comprehension,* learners understand and can explain knowledge in their own words; (3) *Application,* learners apply knowledge that is they are able to use it in practical situation; (4) *Analysis,* learners are able to break down complex concepts or information into simpler, related parts; (5) *Synthesis,* learners are able to combine element to form a new, original entity; (6) *Evaluation,* learners are able to make judgments.

The affective domain is the emotional side of human behavior, and it may be juxtaposed to the cognitive side (Brown, 2007: 153). Eggen and Kauchak (2012: 9) say that affective domain is related to attitude, motivation, the willingness to participate, respect to what they learned, and in the end, apply what they learned into daily life. Motivation is a required factor in language learning, particularly in learning a second language (Brown, 2007: 170). It is in line with Bloom's statement in Cruickshank (2009: 169) that the second type of domain learning, which is called affective, deals with attitudinal, emotional, and valuing goals for learners. Then, Bloom organizes the affective domain into five levels of complexity as follows: (1) *Receiving or attending,* learners are willing to attend to, concentrate on, and receive information; (2) *Responding,* learners respond positively to the information by actively engaging with it; (3) *Valuing,* learners express an attitude or belief about the value of something; (4) *Organization,* learners compare and integrate the attitude or value they have expressed with attitudes and beliefs they hold, thus internalizing the value; (5) *Characterization,* learners act out their values. The learners behave in ways consistently with espoused values.

According to Kumaravadivelu (2006: 38) the term affective factor stands for several variables that characterize learner. The most important of which are attitudes and motivation. Attitude is intricately linked to language learning processes and practices because it affects the learner not only with respect to the processing of information and identification with people or groups, but also with respect to motives and the relationship between language and culture.

RESEARCH METHOD

In this research, the researcher used a qualitative descriptive method. Descriptive research includes survey about the fact, event, and situation in the field of the present. In term of qualitative approach which is concerned with subjective assessment of attitudes, opinions and behavior (Kothari, 2004: 5), this research gives a wide description of how good English teacher and the researcher presents it as similar as possible with what happened. The case was about English teaching strategies of teacher at Surakarta Secondary School. The researcher decided to provide an accurate description of phenomenon about teaching and learning process in order to find out the specific teaching strategies used by an English teacher in Surakarta Secondary School.

Subject of this research were an English teacher who teaches Grade X and in this case study, the researcher behaved as the observer only. In order to develop her research and get the scientific result, the researcher needed to examine some sources of data. The relevant sources of data needed by the researcher were the phenomena of teaching activities which would be in form of field notes, the informants which is an English teacher and students who were interviewed, and documents which were in form of syllabus and lesson plan used by the teacher in teaching and learning process. Those data were used for investigating the teacher and after that, the researcher analyzed the data, so the result and conclusion of this research could be drawn.

The researcher used purposive sampling in this research. The consideration includes the sampling of informant who is rich in information about the case or involved in the case. In this study, the researcher investigated one English teacher who teaches grade X at Surakarta Secondary School in academic year 2017/2018. She was chosen because she was considered as good English teacher who has good performance in teaching English.

The data of this research were collected from documents, interview and observations. The researcher used interactive model of data analysis by Miles and Huberman (1992: 20) in analyzing data. It has four steps of data analysis; data collection, data reduction, data display, and conclusion drawing as sets out in Figure 1.
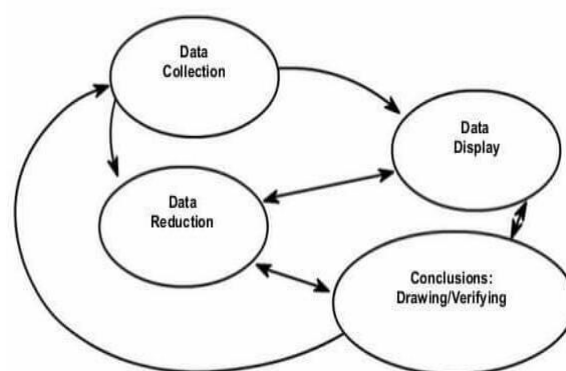

Figure 1: Components of data analysis: Interactive model from Miles and Huberman (1992: 20).

RESEARCH FINDINGS AND DISCUSSION

This research is undertaken to investigate the English teaching strategies used by the English teacher at Surakarta Secondary School and to describe the impacts of the use of teaching strategies on students learning. The result of the research shows that there are six English teaching strategies used by the English teacher at Surakarta Secondary School, those are: 1) Questioning; 2) Assignment; 3) Focus; 4) Monitoring; 5) Organization; and 6) Assessment.

1) Questioning

Questions are required in classroom practice to gain students' background knowledge, check students' abilities in majoring the concept, encourage students to think critically, and attract some passive students to get involved in topic. Most of students participated in the classroom. The students were always willing to answer the teacher's questions without being forced so the teaching and learning process were going active and interactive. This was already appropriate with teacher's expectation in conducting question strategies that students are more active and contributive.

Based on the observations, the teacher uses General Inferential Question (GIC). Marzano & Brown (2009: 69) state that GIQ comes into two types: default questions and reasoned inference questions. In this research, the teacher uses default questions that ask students to fall back on their own background knowledge. So the questions are questioned to students when they already received the materials in the previous time. The teacher has the purpose for students to recall the information of the materials from that time. According to Marzano& Brown (2009: 169) Question structures teachers involved to retrieval questions. Retrieval question is requiring students to recognize, recall, and execute knowledge that was explicitly or directly taught. Retrieval questions can help students (1) construct meaning about new knowledge, (2) revisit and store that knowledge, (3) discover connections and patterns relating that new knowledge to previously learned content.

2) Assignment

Assignment is necessary to develop and stimulate students' participation to be active in teaching and learning process. In working assignment which is given by the teacher, students will be trained to think comprehensively and creatively. Besides, the way teacher gives assignment to the students is good to foster students' self-reliance. This is in line with K-13 program that priorities student-centered learning than teacher-centered learning in teaching and learning process. The teacher's role as a guide contributes in learning activity to lead students. Therefore, the teacher should have students' attention and interest in conducting the assignment. The teacher divides assignment into two activities. Those activities are individual assignment and work group assignment. The activities are conducted by looking at the challenge of materials/activities. Thus, the teacher gives variety of activities during lessons is contributing the way to be an effective teaching (William and Burden, 1997: 47). Individual assignment is created to know students' understanding of the materials and become an opportunity for the student him/herself to learn criterion material (William and Burden, 1997: 47), while group work is done for developing students' ability to work in team. Despite work in team, group work requires the teacher to structure the learning environment so that the students can interact productively under teacher's guidance as they work towards achieving particular learning outcomes (Killen, 2006: 101). The use of assignment strategies also helps students to reduce their saturation of classroom activities in the learning process. Therefore, the teacher creates variety of activities in assignment strategies in order to maintain students' attention so that they will not get bored. This is one of reflection of effective teaching characteristics which is maintaining a supportive environment (Orlich, Harder, et al, 1998: 59).

3) Focus

Focus becomes other strategies to attract students' attention and concentration to join teaching and learning activities. In conduction teaching and learning process, the teacher creates a new model that is called by O-Releash-Qu. The model is created to develop students' reading skill ability which is consist of intensive reading and extensive reading. It is aimed to maximize students' chance in reading English text in classroom activities and outside classroom activities. In delivering material through the creative model is a good material presentation in an interesting and motivating way as one of elements of good teaching (William and Burden, 1997: 48). Besides, the use of power point, worksheet, picture, audio, video, song, and game also necessary to maintain students' focus in the teaching and learning process.

4) Monitoring

The next strategy deals with monitoring. There are some students who are not involving and not paying attention in learning activity such as hyperactive students, passive students, and students who are busy themselves. Monitoring strategies is done for engaging students to be involved in classroom. The teacher conducts monitoring while students are discussing in their group so that the teacher find students who truly understand or do not understand of material, students who is passive, and students who is busy themselves. Meanwhile, for the outside activities, the teacher will give different rewards for students who does not involve in the activities. Monitoring strategies support good teaching performance in helping pupils with difficulties and making clear what pupils are to do and achieve (William and Burden, 1997: 48). Monitoring is a strategy which is also presenting new information in small chunks and help students effectively interact with new knowledge (Marzano and Brown, 2009: 47).

5) Organization

Organization strategies is the other strategies which deals with teacher's ability in managing and maximizing teaching and learning activities (Eggen and Kauchak, 2012: 93). In conducting teaching and learning process, the teacher usually uses an example to convey materials by stimulating students to find their own concept of the materials. This is good to invite students to think actively so that they can achieve learning objectives. The provided time allocation should meet learning activities in the basic competences. In managing and maximizing teaching and learning activities, the teacher finds problem that she could not come to the class. By organization strategies, the teacher solves this problem by arranging new learning activities out of lesson plan. Because, to produce the desired classroom results, teacher must be well organized, and use time efficiently (Moore, 1999: 45). The teacher also could not convey materials which covers all English skills in one time/meeting. Therefore, she delivers the materials by combining skills in one semester.

6) Assessment

The last strategies are assessment strategies. The teacher conducts assessment based on K-13. The components of assessment are attitude, knowledge and skills. The teacher assesses students in some ways. In assessing attitude, the teacher observes and monitors students in classroom. In assessing knowledge, the teacher gives daily exercise, middle semester test, and semester test. The form of assessment can be in form of multiple-choice and essay. Then in assessing skills,

the teacher gives a project. The teacher also gives assignment assessment for students' enrichment and completing students' daily exercise. Teachers should give assessment to students which means gather information and decide how far students' progress in teaching and learning process (Eggen and Kauchak, 2012: 88).

The impact of the use of teaching strategies on students' language learning can be drawn into three aspects. There are students' skill mastery, students' role, and students' involvement.

1) Students' Understanding

The use of teaching strategies plays an important role in student learning where students can learn to develop English skills mastery or English proficiency. It does not deny that the results are not always in line with what is expected. With the supported input provision, students are able to develop skills in English, although not all students can understand the material well. Based on the interview, AF as an English teacher can distinguish the ability of science students and social students in understanding the material presented. Differences in both classes are felt by AF where science students more quickly understand and responsive to the material presented. While social students tend to need more teachers' scaffolding to be able to respond and understand the material. The difference is not something that must be a problem because each student has the ability of each in receiving and developing the knowledge or material presented by the teacher. Learners have knowledge of and the ability to recall or to recognize information and understand to explain knowledge in their own words (Cruickshank, 2009: 168). Therefore, it is the teacher's duty to provide teaching treatment in accordance with the needs or characteristics of students so that

students are able to receive the information conveyed.

2) Students' Role

The students' role is influenced by the teacher's teaching strategies in teaching and learning activities. Teaching English as foreign language is not sufficient to transfer knowledge only, the strategies should meet the needs to encourage students engage in learning activities. Students as the main role is very good to be supported by the teacher as a students' facilitator. Based on teacher interview, it is revealed that AF prioritizes the students' role to be active and independent learner without feeling burden and pressure during lessons. Therefore, the teaching and learning activities are student-centered learning oriented where they are more active in exploring information and discovering the concept of knowledge.

3) Students' Involvement

AF as an English teacher acts as a facilitator by providing various media/learning model and activities which is fun to attract students' involvement. Based on classroom observation, students tend to be attracted and challenged to talk show activity where each student perform their role according to the talk show rules. The enjoyable activity is able to foster students' motivation and attitude. Students will be motivated to engage the learning process supportively and competitively. As stated by Kumaradivelu (2006: 38) attitude is intricately linked to language learning processes and practices because it affects the learner not only with respect to the processing of information and identification with people or groups, but also with respect to motive and the relationship between language and culture. It is supported by Brown (2007: 170) that motivation is a required factor in language learning,

particularly in learning a second language. Thus, the teaching strategies bring students' attitude and motivation during learning process in order to achieve learning goals.

CONCLUSION AND SUGGESTION

The conclusion of the research is arranged according to the research findings and discussion to answer the research problems: (1) The English teaching strategies at Surakarta Secondary School, there are six English teaching strategies used by the English teacher at Surakarta Secondary School. Those strategies are (a) questioning; (b) assignment; (c) focus; (d) monitoring; (e) organization; and (f) assessment. (2) The impact of the use of teaching strategies, there are three impacts of the use of teaching strategies. Those are (a) students' understanding; (b) students' role; and (c) students' involvement.

After conducting the research, the researcher would like to give some suggestions related to foreign language teaching and learning which are expected to be beneficial for teachers, students, and other researchers.

The researcher supports the teachers should be realized in using teaching strategies that support curriculum which is used by school, maintain and improve the attractive activities in the lesson plan to attract students' activeness, and be aware of the students' problem in learning English, and arrange the lesson plan carefully by looking at the possible obstacles in conducting teaching and learning activities. The researcher expects that all of students should be more interactive in classroom activities, aware the role of English learning, maximize their involvement in classroom activities, and learn more their difficulties by themselves so that they can enrich their knowledge. The researcher hopes there will be further research that can be used as the references of the same research. Then, by finding the problem from this kind of study, the next researchers may analyze the most suitable teaching strategies can be used.

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