

English Education Journal
Volume, Number, 2021, pp.
ISSN:

Teacher's Pedagogical Strategies to Foster Students' Participation: A Case Study at Junior High School in Surakarta

Kharisma Amora Herdyalita, Muhammad Asrori, Kristiandi

English Education Department
Teacher Training and Education Faculty
Sebelas Maret University of Surakarta
E-mail: kharismamora21@student.uns.ac.id

Received:
Reviewed:
Accepted:

Abstract

The objectives of this research are: (1) to find out the pedagogical strategies the teacher used to foster students' participation, and (2) to find out the impacts of these strategies on students. This research was conducted at a junior high school in Surakarta. The subjects of this research were an English teacher and the six seventh-grade students. This research used a qualitative research method with a case study as a research strategy. Data were collected through observation and interviews. The findings of this research show that: (1) the teacher used Interactive Teaching Methods to foster students' participation, and (2) these strategies positively impacted students' participation and enjoyment in learning.

Keywords: Teacher's strategies; Pedagogical strategies; Interactive teaching methods; Students' participation; Active participation.

INTRODUCTION

Due to its status as a global language, English is one of the most essential languages. Al-Sibai (2004) said that we live in a time where the ability to speak English fluently has become a must, especially who want to advance in certain fields of human endeavor. There are some challenges to learning English, especially for EFL students. Ur (1996) enlisted several challenges for EFL students in learning English, especially in speaking English; (1) inhibition, (2) nothing to say, (3) low participation, and (4) mother-tongue use. These challenges can certainly be influenced by several things. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment (Rabab'ah, 2005). Besides that, Kannan (2009) also states that the learner's attitude has a great effect on learning a language because learners' positive attitude directly changes learning languages, and one of the learners' attitudes in class is participation.

Student participation is a crucial factor that significantly influences the quality of learning in the classroom. Le Brun and Johnstone (1994) argue that class participation can shape students' attitudes and values, boost their motivation, and underscore the individual's responsibility for their learning. When students actively participate, they engage more deeply with the material, which can enhance their understanding and retention of the subject matter. Therefore, teachers must implement strategies that foster and optimize student participation, ensuring that students are not just passive recipients of information but active contributors to their learning process.

It turns out that very few prior studies have specifically examined the relationship between teaching strategies and student participation in the classroom while including junior high school students as participants. Most existing research has either focused on different educational levels, leaving a significant gap in understanding how pedagogical approaches impact younger students. In this study, the researcher would address this gap, providing valuable insights into how the strategies can enhance engagement and participation among junior high school students. As a result, the researcher intends to concentrate on answering the following research questions: 1) What tactics does the teacher utilize to increase student participation? 2) What influence do the tactics have on the students?

LITERATURE REVIEW

1. Pedagogical Strategies

According to Donovan and Bransford (2005), pedagogical strategies represent the deliberate methods and approaches employed by teachers to enhance student learning, motivation, and engagement. Weimer (2006) similarly contends that these strategies encompass the instructional techniques utilized

by instructors to structure content, foster student engagement, and cultivate critical thinking and problem-solving abilities. Teacher pedagogical strategies, as defined by Marzano, Pickering, & Pollock (2001), involve intentional instructional methods aimed at facilitating learning, stimulating student engagement, and fostering academic development. These approaches encompass a variety of practices, including direct instruction, cooperative learning, formative assessment, and differentiated instruction. As Brookhart (2017) asserts, teacher pedagogical strategies encompass instructional techniques and feedback practices designed to guide student learning and offer meaningful support. Essential components such as clear learning objectives, ongoing assessment, constructive feedback, and opportunities for self-reflection are integral to promoting student growth and achievement.

There are several strategies that can increase student participation, some of which are Interactive Teaching Methods, Think-Pair-Share, and Differentiated Instruction. According to Pintrich, McKeachie, and Lin (1987), interactive teaching methods represent a pedagogical strategy that actively involves students in the learning process. These methods are characterized by their emphasis on student engagement and participation, achieved through various interactive activities such as discussions, problem-solving tasks, and collaborative learning exercises. Think-Pair-Share is a cooperative learning strategy devised by Professor Frank Lyman and his team at the University of Maryland in 1981, which has since gained widespread adoption in the realm of cooperative learning. Named for its three distinct stages, it emphasizes active student engagement throughout the learning process (Marzano & Pickering, 2005). According to Tomlinson (2001), whereas Differentiation means tailoring instruction to meet individual needs. At the basic level, differentiation refers to teachers' attempts to manage differences among students in the classroom. Differentiating instruction occurs whenever a teacher interacts with a student one-on-one or in a small group in order to personalize the learning experience for that student.

2. Students' Participation

Students' participation refers to the degree of active engagement in learning activities both inside and outside the classroom (Fredericks, Blumenfeld, & Paris, 2004). Active engagement in the classroom is a critical component of effective learning and includes behaviors such as attentively listening, asking and answering questions, and participating in discussions. In the classroom, active engagement can manifest through various behaviors such

as asking and answering questions, contributing to group discussions, and participating in peer teaching and learning activities (Marzano, Pickering, & Pollock, 2001). Group discussions and peer teaching further deepen this engagement by fostering collaborative learning environments where students can learn from each other, share diverse perspectives, and develop a sense of community and responsibility.

Additionally, student participation includes not just academic engagement but also social and emotional involvement in the learning process (Appleton, Christenson, & Furlong, 2008). Academic engagement cannot be fully effective without considering the social and emotional aspects of learning. When students are emotionally invested and feel socially connected in the classroom, they are more likely to participate actively and engage deeply with the content. Rogers (2003) further emphasizes that effective participation involves collaborating with peers and taking responsibility for one's own learning. This means that students are encouraged to work together, share ideas, and support each other's learning processes. When students take responsibility for their learning, they become more self-directed and motivated, which leads to better academic outcomes.

RESEARCH METHOD

Research Design

This study employed a qualitative research design, specifically adopting the case study approach. According to Creswell (2009), a case study is a research strategy wherein the investigator examines one or more individuals or events in depth within their real-life context. Yin (2018) defines a case study as an investigation that explores a specific and bounded phenomenon in detail. It is a methodological approach that focuses on understanding the intricacies of a particular case, with an emphasis on the process through which the phenomenon unfolds (Borg & Gall, 2003). Descriptive case studies, as delineated by Yin (2018), aim to provide detailed descriptions of natural phenomena grounded in empirical evidence. In the context of this research, the researcher engaged in direct observation of authentic classroom situations and consulted relevant sources of knowledge and information.

Data Collection

This study collected data through observation, interviews, and document analysis. The researcher started by conducting observations to observe the teaching and learning activities carried out by the teacher during the class. The researcher recorded points related to the research in the observation as data. Furthermore, the researcher confirmed the collected data or additional data by

conducting interviews with the teacher as the first participant and then continuing with a total of six students. The interview approach is used to collect data from participants as well as supporting data from the observation results.

Participants

The number of research participants was a total of seven participants with the first participant being a teacher and the next were six seventh-grade junior high school students. The six students consisted of two representative students from three classes taught by the teacher concerned.

Data Analysis

In conducting this research analysis, the researcher used Miles, Huberman, and Saldana's (2014) method. There are four steps in conducting this research analysis. In the first step, the researcher collected data by collecting data through several methods, namely observation and interviews. Second, the researcher employed data condensation by classifying, abstracting, and sorting from provided notes, interviews, and documentation. Third, the researcher would display the data for the needs of data presentation in order to establish connections between phenomena. Then finally, the researcher would draw conclusions and verify them by identifying the results of all data. Then, the researcher would draw conclusions from the results of the identification. The conclusions drawn from the data may vary if further information is available

FINDINGS

Two research questions would be answered in the research findings section, there are: 1) what strategies are used by the teacher to foster students' participation?; and 2) what are the impacts of the strategies on students?

1. The strategies used by the teacher to foster students' participation

Based on the researcher's observation and interviews with the teacher and students, the teacher applied a strategy called Interactive Teaching Methods. According to Barkley (2009), Interactive Teaching Methods have several indicators, there are active learning opportunities, engagement and participation, collaborative learning, feedback, and reflection, then student-centered approaches. In collecting data, the researcher has found several pieces of evidence related to these indicators. Based on the data obtained in the field, can be summarized in the following table:

Table. Data Summary from Interview and Observation

No.	Indicators	Variables	Number of statement				
			Int	01	02	03	04
1.	Active Learning Opportunities	Facilitates discussion and group activities	✓	✓	✓	✓	✓
		Monitoring students		✓	✓	✓	✓
2.	Engagement and Participation	Encourages students to ask		✓	✓	✓	✓
		Observes students	✓	✓	✓	✓	✓
3.	Collaborative Learning	Organizes group work or projects	✓	✓	✓	✓	✓
		Monitoring students in group activities		✓	✓	✓	✓
4.	Feedback and Reflection	Giving feedback on students' work	✓	✓	✓	✓	✓
		Encourages students to reflect	✓	✓	✓	✓	
5.	Student-centered Approaches	Opportunity to explore topics	✓	✓			
		Incorporate students' interests and experiences	✓		✓		

In the learning process, the teacher frequently incorporates discussion group activities as part of her teaching strategies. These discussion groups serve as a clear indication of active learning opportunities and promote collaborative learning among students. By participating in these groups, students can engage in meaningful dialogues, share diverse perspectives, and deepen their understanding of the subject matter through peer interaction.

In addition to organizing discussion groups, the teacher also creates opportunities for students to ask questions. This practice encourages student participation and ensures that students take an active role in their learning process. When students are allowed to inquire and seek clarification, it fosters a more interactive and engaging classroom environment.

Moreover, the teacher often provides feedback to students throughout the learning process. This feedback is crucial as it helps students understand their progress, identify areas for improvement, and refine their skills. Regular feedback from the teacher supports continuous learning and development, guiding students towards achieving their academic goals.

The teacher also implements reflective practices, prompting students to think critically about their learning experiences. Reflective activities encourage students to assess their understanding, consider the effectiveness of their learning strategies, and make necessary adjustments. This reflection helps students develop a deeper awareness of their learning process and enhances their ability to self-regulate.

However, it is noted that the teacher does not always allow students the freedom to explore material topics independently. This limitation can restrict

students' ability to engage in self-directed learning and pursue areas of personal interest within the subject matter. Allowing more freedom for exploration could potentially enhance student motivation and foster a greater sense of ownership over their learning.

In addition, the teacher's attitude or personality is another factor that encourages students to actively participate in the learning process. The teacher has a strong personality and tries to be friendly with students but remains firm. The teacher often invites discussions or tries to involve students in learning and not just explain the material.

When the researcher made observations, the teacher also seemed to provide different treatments for each class. Based on her teaching experience, the teacher has tried to pay attention to the types of students in each class. Different learning schedules are one of the factors that the teacher pays attention to. Differences in learning hours will certainly have an effect on students' activeness, focus, and participation in learning. The researcher felt and saw differences in teacher attitudes between each class. In classes where learning time is still early, the teacher are seen giving lectures more often. Even so, the teacher still provides active activities. However, when teaching in class during the last hour, the teacher prioritizes activities rather than explanations. The teacher gives additional questions and provides corrections while explaining simply rather than just lecturing.

2. The impacts of the strategies on students

The observations and interviews revealed that students displayed a highly active attitude toward participating in the learning process. They are consistently engaged with the activities assigned by the teacher, indicating a strong commitment to the learning process. For example, students were observed to be following the teacher's instructions attentively and taking part in the learning activities with enthusiasm. Furthermore, students frequently volunteered to contribute during lessons, demonstrating their willingness to be involved. Several instances were noted where students proactively provided answers to questions posed by the teacher. This not only demonstrated their attentiveness but also their eagerness to participate and share their understanding with the class. Such voluntary contributions indicate a high level of confidence and a supportive classroom environment where students feel encouraged to express their thoughts and knowledge.

During the observations, a notable and consistent finding was the high level of enthusiasm demonstrated by students throughout the learning process. Students consistently engage with the tasks at hand, contributing eagerly to discussions, group work, and other interactive elements of the lessons. Over the course of four separate observations, this pattern of behavior was reliably observed, with no signs of disengagement or reluctance from any of the students. This active contribution was not forced but appeared to be a natural response to the teacher's dynamic and engaging teaching methods. The researcher did not observe any instances where students appeared

disinterested, lazy, or pressured to participate, which underscores the effectiveness of the interactive teaching strategies employed.

CONCLUSION

Based on the findings of this research, the researcher concluded that the teacher employs interactive teaching methods as a strategy to enhance student participation in teaching and learning activities. These methods include engaging students through discussions, collaborative work, and the use of multimedia resources to make lessons more dynamic and engaging. Such interactive approaches help capture students' interest and motivate them to participate actively in class activities, leading to a more engaging and effective learning experience.

Additionally, the teacher also adopts strategies to establish a strong yet approachable persona, balancing friendliness with firmness to create a supportive and disciplined learning environment. This balance helps build positive teacher-student relationships, fostering a classroom atmosphere where students feel comfortable participating while maintaining respect and adherence to classroom rules.

Moreover, the teacher tailors their instructional approaches based on the time of day, recognizing that students' energy levels and engagement can vary. For example, lessons held in the morning may focus on theoretical learning using the lecture method, while afternoon sessions may include more reflective assignments or more exciting activities for student participation throughout the lesson. By adapting teaching methods to the time of day, the teacher can better align their strategies with students' needs, maximizing engagement and learning outcomes.

Based on the findings of this research, it is recommended that teachers implement interactive teaching methods as one alternative to their instructional strategies. A crucial aspect of these methods is the emphasis on providing and soliciting feedback, an area that teachers often overlook. Besides that, they can also create a more dynamic, effective, and student-centered educational experience. Lecturers can consider incorporating interactive teaching methods as an alternative strategy to enhance their teaching effectiveness. By employing these methods, educators can introduce a variety of activities designed to actively engage students in the learning process. Those wishing to reference this research should consider integrating it with insights from other relevant research. By doing this, they can create a stronger framework, leveraging diverse perspectives and data.

REFERENCES

- Al-Sibai, D. (2004). *Promoting oral fluency of second language learners: Educational linguistics*. Department of English, King Saud University.
- Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). *Student engagement with school: Critical conceptual and methodological issues of the construct*. *Psychology in the Schools*, 45(5), 369-386.
- Barkley, E. F., & Major, C. H. (2009). *Student engagement techniques: A handbook for college faculty*. John Wiley & Sons.
- Borg, W. R., & Gall, M. D. (1983). *Educational research: An introduction*. New York: Longman.
- Brookhart, S. M. (2017). *How to give effective feedback to your students*. ASCD.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches (3rd ed.)*. Sage Publications, Inc.
- Donovan, M. S., & Bransford, J. D. (Eds.). (2005). *How Students Learn: History, Mathematics, and Science in the Classroom*. Washington, DC: National Academies Press.
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). *School engagement: Potential of the concept, state of the evidence*. *Review of Educational Research*, 74(1), 59-109.
- Kannan, R. (2009). *Difficulties in learning English as a second language*. Retrieved from www.esp-world.info.
- Le Brun, M., & Johnstone, R. (1994). *The Quiet (R)evolution: Improving Student Learning in Law*. Sydney, Law Book Company.
- Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. ASCD.

- Marzano, R. J., & Pickering, D. J. (2005). *Building academic vocabulary*. VA: Association for Supervision and Curriculum Deve.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook (3rd ed.)*.
- Pintrich, P. R., McKeachie, W. J., & Lin, Y. G. (1987). Teaching a course in learning to learn. *Teaching of Psychology*, 14(2), 81-86.
- Rabab'ah, G. (2005). *Communication problems facing Arab learners of English*. *Journal of Language and Learning*, 3(1), ISSN 1740-4983.
- Rogers, E. M. (2003). *Diffusion of Innovations (15th ed.)*. New York: Free Press.
- Ur, P. (1996). *A Course in Language Teaching*. Cambridge: Cambridge University Press.
- Weimer, M. (2006). *Enhancing Scholarly Work on Teaching & Learning: Professional Literature That Makes a Difference*. Jossey-Bass.
- Yin, R. K. (2018). *Case Study Research: Design and Methods (6th ed.)*. Thousand Oaks, CA: SAGE.