

AN ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING ENGLISH AT SMP NEGERI 2 TONDANO

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Abstract: This research was conducted to analyze what strategies teachers use in teaching English and what factors influence these strategies. This research is descriptive qualitative research on English teachers at SMP Negeri 2 Tondano. Data collection was carried out through interviews with English teachers at the school. Data analysis was carried out using methods of recognition and organization, coding and interpretation and representation. Based on research findings, there are four teaching strategies used by teachers and three factors that influence them. These strategies are discussion strategies, presentation strategies, using lecture/explanation methods as learning media, using image media and providing reinforcement at the end of the teaching and learning process. There are three factors that influence the strategies of English teachers at SMP 2 Tondano. The first is the student factor which includes the background of the major taken by the student, as well as the condition of the student in participating in the learning process. The second is a factor that comes from the teacher. This factor concerns the teacher's ability to utilize technology to support teaching strategies. Lastly, facilities include how limited learning facilities are.

Keywords: *Analysis, Teacher strategies, Teaching, English*

INTRODUCTION

English is considered a foreign language and taught at formal schools starting from elementary school up to universities even at informal school courses (Fauziati, 2010). English has an important role in kinds of fields. It is used in business, politics, education, tourism, science, etc. Therefore, mastering English is very important in this global era. So, people will be able to face the over changing world easily if they master English well (Putriyani, 2015).

Learning English is something almost being an obligation. As an international language, it has many roles in daily life either in study or work. English needed by people work in many job areas, such as in tourism, banking, medical etc. In Indonesia, English has known as foreign language. It exists in every education levels from kindergarten till university. Not only taught in formal school, but also many people take more course to learn English specially. It proofs that English is very important in human life.

Teaching strategies in reading comprehension are important in the learning process and could affect the students reading comprehension. Brown (2004) has noted that teaching strategies can make teaching reading easier to implement a variety of teaching methods and techniques. Therefore, successful teachers who teach reading comprehension realize that reading can be taught by using various strategies.

Teaching strategy is also inseparable from how the teacher chooses the material to be conveyed to students. The teacher's way of setting criteria when choosing material also needs to be considered. Materials easy to understand and simple are criteria for teachers in designing subject matter. This criterion, of course still has to be guided by the syllabus and RPP. Which still sees the learning objectives of the basic competencies, competency standards and predetermined indicators (Mustika & Wardah, 2021).

Teaching strategy is one of the supporting factors that will help the teacher process in the classroom. In the process of teaching and learning, the teaching strategy is important role. It can helps teacher to facilitates students' learning activities also it can be one of the ways used by teachers to make the teaching and learning process become more effective and interesting so that it will give significant effect to the students because they are learning by doing then the learning process activities in the classroom are not bored and the achievement of the learner's goals will be successful (Killen, 1998; Syafryadin, 2020).

Teaching strategy is the approach that the teachers use for particular lesson and to the specific objectives for a particular lesson. It is necessary to be taken care

that one strategy which is effective to be used in a certain material, might not be effective for another material (Hayati et al., 2021).

The teaching strategy is the proper and optimal utilization of all components involved in the learning process which includes objectives, subject matter, media, methods, students, teachers, learning environment, and evaluation so that the learning process runs effectively and efficiently (Accepted & Published, 2022). Based on the author's experience, the author found that in the learning process, English teachers teach by not using good strategies, causing students not to understand the material provided and less active in the learning process.

Teaching Strategy

Teaching strategy is one of the common terms used to define the activity in the classroom between teachers and students. Smith in (Anil, 2011:1) states "teaching strategy refers to a pattern of teaching acts that serves to attain certain outcomes". It refers to how the teacher designed the class, involves classroom setting and teaching material. In prepare all of their need until conduct the teaching process; it will be expect to gain some goals.

Strategy is very important for a teacher in learning process. According Herrell and Jordan (2004:05) define that strategy as way that can be used across curricular areas to support the learning of students. It means that it is very important for teacher to apply planned teaching strategies to maintain effective teaching. Moreover, Brown (2007:113) said that strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. They are contextualized "battle plans" that might vary from moment to moment, or day to day, or year to year. Strategies vary intra individually; each of us has a number of possible ways to solve a particular problem, and we choose one- or several in sequence- for a given problem.

Categories of Teaching Strategies

Teaching strategies divided into categories. Sharma (2015:44) states teaching strategies can be divided into two categories as follows:

a. Group Discussion/Discussion Question

Discussion questions engage students by challenging them to think by analyzing, synthesizing and evaluating the subject matter. These are critical questions conceived to utilize group discussions in a manner that will move the student from knowledge of facts to the evaluation of outcome, (Harris, 2002:4).

b. Students Presentation

Having students prepare for and then present information to the class as a whole can be a fun and engaging method of instruction, (Sharma, 2015:53).

c. Lecture Method

Presents the subject matter with an attention getting device which gives the idea of what the lesson is about. Explain the topic to clarify the ideas and highlight the lessons that not familiar to the students, (Mojares, 2008:566).

d. Multimedia Method

Multimedia methods of presentation include slide shows, movies, power point presentations and transparencies. Visual aides to instruction can help students better understand the ideas that are being presented. When creating presentations, it is important to keep notes concise and to the point while including interesting and relevant images, (Sharma, 2015:48).

RESEARCH METHOD

This research is a descriptive qualitative research on English teachers at SMP Negeri 2 Tondano. Data collection was carried out through interviews with English teachers at the school. Data analysis was carried out using methods of recognition and organization, coding and interpretation and representation.

Data Analysis

The data in this research had been analyzed by using the descriptive qualitative method. To analyze rate percentage of teachers' strategies and students' responds in teaching and learning English at IX Grade in SMP Negeri 2 Tondano, use the following formula:

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

Where:

P = percentage

F = frequency

N = total sample

(Ary & Jacob, 2010:122).

FINDINGS AND DISCUSSION

The data that had been collected by using observation and interview are explained in this part. The findings of this research is about the teachers' strategies in teaching English at IX Grade and the students' respond through that strategies. All of the findings are described below:

The Teachers' Strategies in Teaching English at IX Grade

There were two teachers who teach in IX Grade. Based on the observation list and interview, the researcher found that those teachers applied four types of teaching strategies. They used that strategies based on the students need in every single meeting. The teachers also pay attention the kinds of teaching material which can be tough through certain strategies. The types of strategies can be seen on the table as follows:

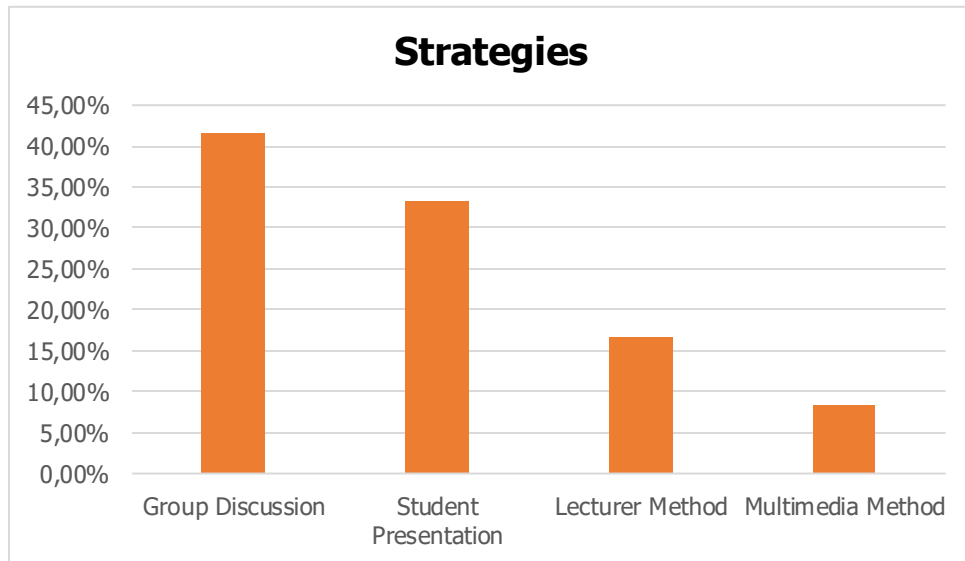
Table 4.1 Types of Teaching Strategies Applied by Teachers

No	Types of Teaching Strategies	Frequency	Percentage
1	Group Discussion	1	41,7%
2	Students Presentation	4	33,3%
3	Lecturer Method	2	16,7%
4	Multimedia Method	1	8,3%
	Total	8	100%

Teachers' strategies democratic and autocratic strategies. Democratic strategies were group discussion and students presentation. Group discussion was

applied five times (41,7%), students presentation was applied four (33,3%) While autocratic Lecture method strategies were lecture method and multimedia method was applied twice (16,7%), while multimedia method was applied once (8,3%). It showed that group discussion more frequently applied than the others strategies.

Graphic 4.1 Percentage of Teaching Strategies



The graphic above shows that teachers applied group discussion was 41,7%, student presentation was 33,3%, lecture method was 16,7%, and multimedia method was 8,3%.

The data above also supported by the result of the teachers' interview result. The first teacher said that, she used or applied certain teaching strategies in teaching. In autocratic strategies she applied two types of strategies, lecture method and multimedia method. She applied lecture method rarely because it placed the students in passive position, but that strategy also applied if the material needed explanation before.

In democratic strategies, she applied group discussion and students presentation. She applied those strategies in order to make the class life. According to the teacher, the students like those strategies more than the others strategies. Those strategies could make them more active in the classroom.

Students' Responds through The Teaching Strategies

According to the questionnaire result, the students' responds through the teaching strategies that applied by teacher were varied. As the teacher applied in the classroom, the students liked the democratic strategies more than autocratic strategies. To support the data of questionnaire the researcher conducted interview to the students. There were 26 students as the sample in that step.

The Data Collected through Questionnaire

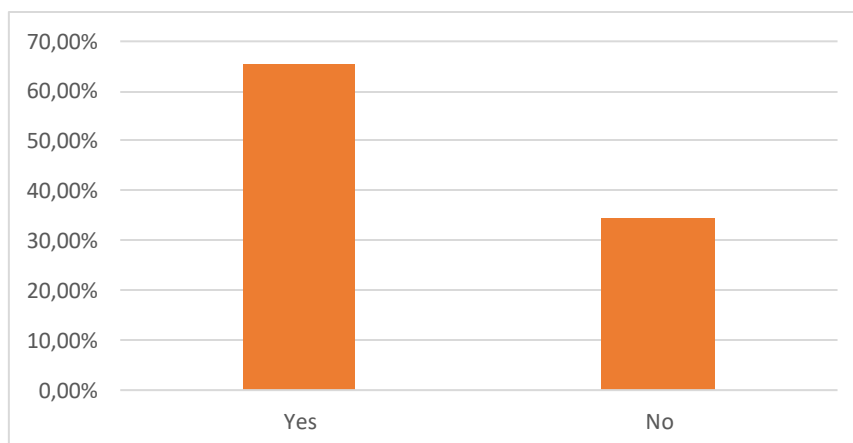
Strategy 1: Group Discussion

Table 4.2 Frequency Distribution of Strategy 1

NO	Response	Frequency	Percentage
1	Yes	17	65,38%
2	No	9	34,61%
	Total	26	100%

Based on the table above, the researcher found that 26 (65,38%) students liked group discussion. There were 4 (34,61%) students disliked group discussion. It also can be seen in the formof graphic as follows:

Graphic 4.2 Percentage of Strategy 1



From the graphic above can be seen that 65,38% students liked group discussion. While 34,61% students disliked group discussion.

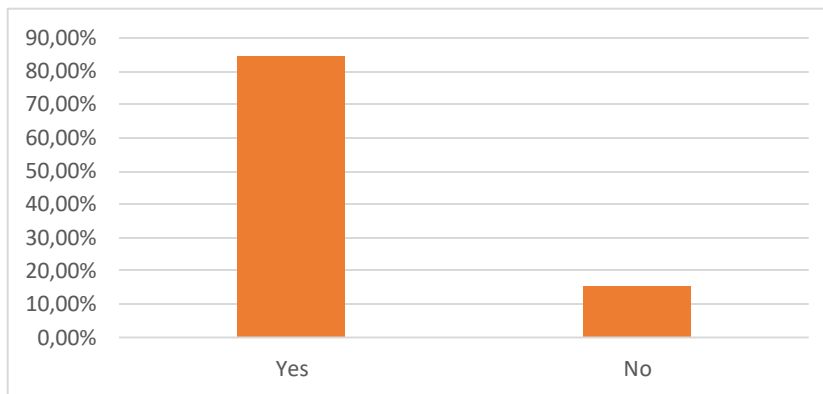
Strategy 2: Student Presentation

Table 4.3 Frequency Distribution of Strategy 2

NO	Response	Frequency	Percentage
1	Yes	22	84,61%
2	No	4	15,38%
	Total	30	100%

From the Table 4.3 the researcher found that 25 or 84,61% students liked student presentation. While there were 5 or 15,38% students disliked it.

Graphic 4.3 Percentage of Strategy 2



From the graphic above can be seen that 84,61% students liked student presentation strategies. While 15,38 % disliked if their teacher applied student presentation in teaching.

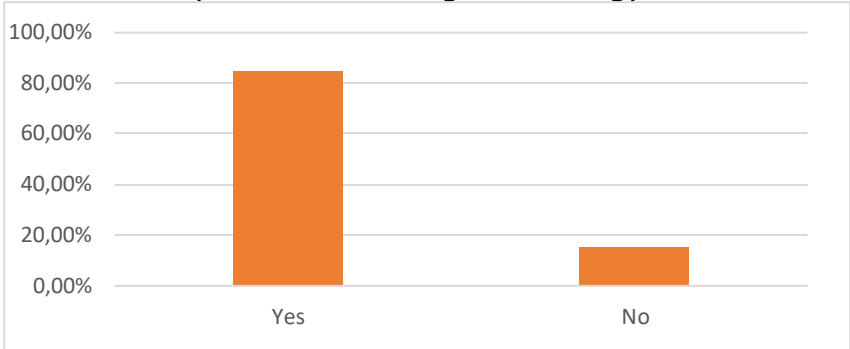
Strategy 3: Lecture Method

Table 4.4 Frequency Distribution of Strategy 3

NO	Response	Frequency	Percentage
1	Yes	11	42,30%
2	No	15	57,69%
	Total	26	100%

From Table 4.4 can be found that there were 11 or 42,30% students liked lecture method. There were 19 or 57,69% students disliked the lecture method.

Graphic 4.4 Percentage of Strategy 3



From the graphic above can be seen that most of students disliked lecture method. It was about 57,69%. Only 42,30% students liked lecture method.

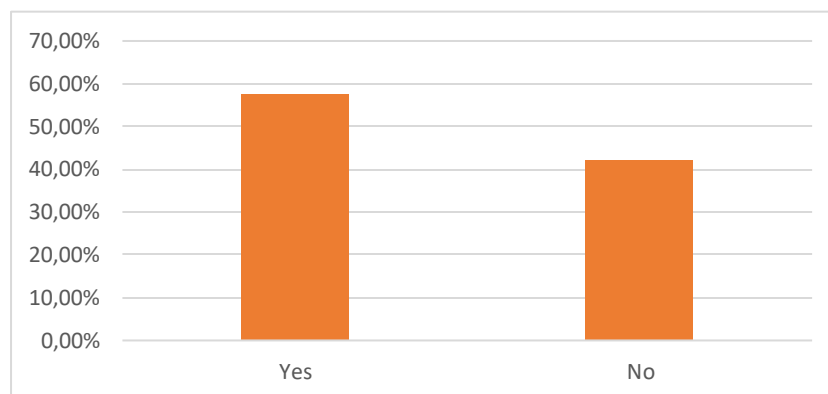
Strategy 4: Multimedia Method

Table 4.5 Frequency Distribution of Strategy 4

NO	Response	Frequency	Percentage
1	Yes	11	42,30%
2	No	15	57,69%
Total		26	100%

From Table 4.5 can be found that there were 11 or 42% students liked multimedia method. While there were 15 or 57% students disliked the lecture method.

Graphic 4.5 Percentage of Strategy 4



From the Graphic 4.5 can be seen that there were 57,69% students liked multimedia method. Only 42,30% students disliked if the teacher applied lecture method. Interview also conducted to know the students' reasons why they like or dislike certain teaching strategies. Most of the students liked group discussion because they could share many ideas with their friends. Through group discussion they could practice how to collaborate and know their friend characteristics more deeply each other. Most of them disliked lecturer method because they were bored if

the teachers gave many explanations. It also took them to become passive and could not explore their ideas appreciation.

CONCLUSION

After analyzed the data during conduct this research, the researcher conclude that:

1. The teachers' applied four teaching strategies namely *group discussion* (41, 7%), *student presentation* (33,3%), *lecture method* (16,7%) and *multimedia method* (8,3%) in teaching English at IX Grade in SMP Negeri 2 Tondano. Those strategies applied by teachers because the teachers think that strategies are easy and suitable for IX Grade.
2. The students prefer strategies, especially group discussions rather than student presentations, lecture methods and multimedia methods in learning English. Most students like discussion and presentation methods. They like these two strategies because they can share with each other and express their thoughts, and through presentations they can be more confident in speaking in front of many people.

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