TEACHER'S STRATEGY IN TEACHING ENGLISH AT SMA 1 BAITUSSALAM

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Abstrak

Peneliti menggunakan deskriptif kualitatif. Metode ini menunjukkan atau menjelaskan keadaan, kondisi, situasi, peristiwa, dan kegiatan lain yang dilaporkan dalam penelitian. Subyek penelitian ini adalah guru Bahasa Inggris SMA 1 Baitussalam. Metode pengambilan sampel adalah cluster sampling. Instrumen penelitian ini adalah wawancara. Teknik analisis data adalah reduksi data, analisis data, penyajian data, dan penarikan kesimpulan. Penelitian ini menunjukkan strategi mengajar yang digunakan oleh salah satu guru EFL dalam mengajar bahasa Inggris di SMA 1 Baitussalam, yaitu: 1) Guru menggunakan permainan, 2) Guru menyediakan kosa kata, 3) Guru menggunakan role play, 4) Guru menggunakan metode ceramah. Guru menggunakan strategi tersebut karena beberapa alasan antara lain: 1) Siswa lebih cepat memahami dan antusias dengan menggunakan permainan daripada tidak ada permainan, 2) Percakapan atau role play mendorong siswa banyak berbicara dengan temannya, 3) Metode ceramah membantu guru memberikan kesimpulan yang ringkas dan jelas. Selain itu, terdapat juga beberapa faktor penghambat dalam penerapan strategi tersebut, yaitu: kurangnya sarana prasarana kelas membuat guru terkadang kesulitan dalam menggunakan strategi permainan. Selain itu, guru juga membutuhkan bahan ajar sebagai sarana penunjang yang dapat membuat pembelajaran menjadi lebih efektif. Selain faktor penghambat, terdapat juga beberapa faktor pendukung yaitu semangat siswa untuk memberikan suasana yang kondusif dalam pembelajaran serta kreativitas guru dalam menciptakan media pembelajaran yang efektif yang dapat merangsang minat belajar siswa.

Kata Kunci: Strategi Guru, Pengajaran Bahasa Inggris

Abstrak

The researcher uses descriptive qualitative. This method shows or explains circumstances, conditions, situations, events, and other activities which are reported in the research. The subject of this research was English teacher of SMA 1 Baitussalam. Method of taking sample was cluster sampling. The instrumen of this research was interview. The techniques of analyzing data were reduction the data, data analysis, presenting the data, and drawing conclusion. This research shows teaching strategies used by of one of the EFL teacher in teaching English in SMA 1 Baitussalam, those are: 1) The teacher uses games, 2) The teacher provides vocabulary, 3) The teacher uses role play, 4) The teacher uses the lecture method. The teacher uses these strategies for several reasons including: 1) Students are quicker to understand and enthusiastic by using games than no game, 2) Conversation or role play encourages the students a lot to talk with their friends, 3) Lecture method helps the teacher to give concise and clear conclusions. Moreover, there are also

some inhibiting factors in implementing the strategies, those are: the lack of classroom infrastructure makes the teacher sometimes gets difficulties to use game strategy. In addition, the teacher also needs teaching materials as supporting facilities which can make learning be more effective. Besides the inhibiting factors, there are also some supporting factors those are the enthusiasm of students to provide conducive atmosphere in learning as well as the teacher's creativity in creating effective instructional media which can stimulate students' interest in learning.

Keywords: *Teachers' Strategies, Teaching English*

INTRODUCTION

Teaching English as a Foreign Language (TEFL) refers to teaching English to students whose first language and second language are not English. TEFL usually occurs in the students' own country, either within the state school system, or in private institutions. TEFL Teacher may be native or non-native speakers of English. Typically, EFL is learned either to pass the examinations as a necessary part of one's education, or for career progression while one works for an organization or business with an international focus. EFL might be part of the state school curriculum countries with English has no special status it might be also be supplemented by lessons paid for privately. Teacher of EFL generally assume that students are literate in their mother tongue.

A teacher is a person who helps others to acquire knowledge, competences, or values. Teacher are important because they do not only provide instruction to children in one or more academic areas, depending on the grade level, but they also stand as an additional source of encouragement in the life of a child. Teacher should have strategy on teaching English. Strategy generally involves sitting goals, determining actions to achieve goals of teaching. A strategy describes how the ends (goals) will be achieved. In addition, Allen (2003) stated that strategy is the method used to deliver information in the classroom, online, or in some other medium. There are many strategies that we can choose from several teaching strategies in the classroom. Therefore, the researcher chooses the title to know the teaching strategy. This is generally tasked with determining strategy. Strategy can be environment or competes. It involves activities such as strategic planning and strategic thinking.

A teaching strategy comprises the principles and methods used for instruction. The choice of teaching strategy or strategies to be used depends largely on the information or skill that is being taught, and it might also be influenced by the learning style, aptitude, skills, and enthusiasm of the students. Teaching strategies refer to methods used to help

students learn the desired course contents and be able to develop achievable goals in the future (Armstrong, 2013). Teaching strategies identify the different available learning methods to enable them to develop the right strategy to deal with the target group identified.

The researcher decides to find out what teaching strategies that EFL teacher use in the classroom and to know what supporting and inhibiting factors in applying the strategies. So, the researcher interviewed three English Teachers about teaching strategies. The researcher found one of them only use one of teaching strategies in teaching English. This finding indicates that teachers need to be equipped by strategies in teaching English. So, the researcher decides to do the reasearch in SMA Negeri 1 Baitussalam because it is feasible to conduct it. Hopefully, it can be success in classroom and it will be useful for English teachers. Therefore, the researcher would like to take a research with the title: ''*The Teachers' Strategies of Teacher in Teaching English at SMA Negeri 1 Baitussalam*'' Based on the problem statement above, the researcher intends to investigate the EFL teachers' teaching strategy in the classroom. This research is aimed to: Find out the teaching strategies that the EFL Teacher use in teaching English in the classroom and find out the supporting and inhibiting factors in applying the strategies.

RESEARCH METHOD

This research used descriptive qualitative research. According to Sugiyono (2014:11), descriptive research is conducted to know the independent variable of value, either one or more variable without makes comparison or connect between one and more variable. In this case, researcher needs to collect the data and describe what happens in field. This method shows or explains about circumstances, conditions, situations, events, and other activities that are reported in research report.

Object that is observed is natural object so there is no manipulation in the data. Sandelowski (2000: 337) emphasized that qualitative descriptive designs are typically an eclectic but reasonable and well-considered combination of sampling, and data collection, analysis, and re-presentational techniques. In addition, Harwell (2011: 2) qualitative research methods are also described as inductive, in the sense that a researcher may construct theories or hypothesis, explanations, and conceptualizations from detail provided by a participant. The researcher uses this qualitative descriptive research because it can help the researcher to understand the situation in the field deeply. This research aims to describe the implementation of teaching strategy used by the English teacher at in

SMA Negeri 1 Baitussalam. The subject of this research is a teacher in senior high school, especially English teacher of SMA Negeri 1 Baitussalam. In obtaining data, the researcher will use Observation and Interview guideline as the instruments.

This observation is conducted by the researcher during the study to optimize the data regarding the strategies of teaher and students' motivation of the school during the learning process. The teacher was observed by the researcher using the observation fillnote. In this case, The researcher analysis all the activity in the claass during the teaching learning process. The researcher observed the teacher during teaching and learning process. In observation stage, the researcher observed the teacher how the teacher taught their student and what the strategies that the teacher use in class during the lesson from opening until closing. In this case, The researcher observe whatever done by the English teacher related to the teaching strategies in the classroom. It is used to investigate the English teaching and learning process in the classroom. It was recorded English teaching process that is conducted by the English teacher. In this case, the interviewer used a set question which developed to gain the specific information. The interview is conducted to get the addition of information in response to interesting or important answer that arises unexpectedly from the planned questions. The interview did with the English teacher. The interview took place afterfinished the teaching and learning process.

In collecting data, the researcher follow some procedure:

1. The researcher ask for legal permission at SMA Negeri 1 Baitussalam principle and educational stakeholder in Banda Aceh.

2. The reseacher ask for permission to the English teacher to observe the teacher when teaching in the classroom. The researcher observe the classroom in 90 minutes. The reseacher observe and record the Enflish teacher while teaching.

3. English, and checking the teacher's activities base on some indicators to determine the effective teacher during teaching and learning process.

4. Then, the researcher interview one of the English teacher of the sample to know what teaching strategies that they use in the classroom.

5. The last, which is the source of the data obtained indirectly of the research object. In this study, data obtained documentation from the administration in Featured Senior High School, attendance list, the data about the teacher condition, the number of students of the school, the organizational structure

ofthe school and the condition of facilities and infrastructure of the school.

According to Miles, Huberman and Saldana there are three methods in qualitative dat analysis, namely data reduction, data model/data display,qualification/verification conclusions. In observing the researcher used video recorder or audio recorder.

Data condensation which is known as data reduction. Data obtained by the researcher in the field through interviews, observations, and documentation is reducedby summarizing, selecting and focusing data with the objectives of the study. Data display is done after the data has been reduced or summarized. Data obtained from observations, interviews and documentation are analyzed then presented in the form of CW (Interview Note), CL (Note Field), and CD. The final step in the analysis of qualitative data is the interactive model drawing conclusion from verification. Based on data that has been reduced andpresented, the researcher made conclusion supported by strong evidence at the stage of data collection. Conclusion is the answer to the problem statement and questions that have been expressed by the researcher from the beginning.

RESEARCH RESULT

Based on observations and interviews with study subject, the researcher presents the researchers' findings. Data is also taken from documentation. The following researchers present the study findings which are divided into two findings:

1. The teaching strategies used by teacher in teaching English at SMA Negeri 1 Baitussalam.

    This part presents research findings by observing and interviewing. This isrelated to the teacher's strategy in teaching English at SMA Negeri 1 Baitussalam.. After the researchers investigated the teacher's strategy in teaching English, the researcher finally got some data. The research findings are presented in the following description:

    a. The teacher uses games

       Researcher found the teaching strategy used by the subject based on the interview is a game. The subject said that using games in teaching English can increase student motivation before starting to learn.

       "Adapun strategi yang saya pakai dalam mengajar itu. Yang pertama, cara saya untuk meningkatkan motivasi siswa ketika siswa baru pertama belajar, dengan itu saya menggunakan game. Jadi strategi pertama yang saya pakai adalah penggunaan game untuk meningkatkan motivasi dan semangat siswasebelum mulai belajar."
       (I first encouraged students to study by applying some games to increase students' motivation and enthusiasm).

b. The teacher uses role play

   "Kemudian Strategi selanjutnya yang saya pakai adalah membiarkan siswa untuk berbicara, mereka punya kesempatan untuk berbicara. Di sini saya percakapan atau bisa disebut Role Play. Jadi ada beberapa dialog yang diberikan kepada siswa dan siswa memerankan dialog dan conversation diantara siswa".
   (After that, I facilitated them to speak by role play game which students were given some dialogues to be acted out among them)

c. The teacher gives any relating vocabulary

   The way to increase students' enthusiasm in learning is by giving them an understanding of learning material orientation, in this case the teacher provides some vocabulary.

   "*Selain itu untuk menigkatkan semangat siswa untuk belajar, saya juga memberikan kosa kata atau vocabulary yang bisa memacu siswa untuk tahu vocabukary yang akan dipelajari nanti".* (Aslo, I gave them any relating vocabularies for the upcoming lesson).

d. The teacher uses the lecture strategy

   Selain itu, strategi yang lain, saya biasanya ceramah. Kalau misalnya ada grammar yang siswa kurang mengerti, saya akan menulis dan menjelaskan tentang grammar tersebut. Serta saya juga memberikan penguatan tentang koreksi pengucapan yang salah diakhir.

   (Sometimes, I stood in front of students to explain what they did not understand toward the material, such as grammar. I taught them how to pronounceany words correctly if they had some problems in the end of the class). In teachingEnglish material the teacher is not only limited to using the game, but also using the lecture strategy. This strategy is commonly used by teachers in explaining grammar, the teacher then writes and explains about the grammar besides the teacher also provides reinforcement especially if students still do not understand the correct pronunciation of the vocabulary then the teacher will correct the wrongpronunciation of the students at the end then they are asked to repeat the sentence until it is correct. In addition, the lecture strategy is also used by the teacher to provide reinforcement and give conclusions and emphasis on the objectives of the process and learning outcomes

   1. The Teachers Reason Using the Strategy in English Learning Process From interviews conducted with informant regarding the reasons for using

the method because:

a. Using the game is very useful because students are more encouraged even if they prefer to use games. They understand faster and are more orderly and enthusiastic with game instead of no game.

b. Conversation or roleplay, according to informant, the benefits are more sharpening students to talk with friends. Because sometimes if you read it yourself it's more difficult than we have friends to talk in English. So I think the advantages are so I use the strategy.

c. Lecture strategy, from informant's explanation, it is known that in order to provide conclusions that are concise and clear, the teacher must be able to give orientation both at the beginning in learning and at the end of learning using lectures to make the teacher effectively and efficiently describe the contents of the material at each stage of the learning process.

2. Supporting and inhibiting factors in applying English teaching strategies.

a. There are several things that hinder teachers in implementing the strategies outlined:

1. Classroom

One of the key instruments that is crucial in the success of learning is the classroom. Classrooms that are used by teacher are considered less possible to use games, because ideally it takes a fairly large room in implementing the strategy given the number of students, including many So first, the barrier factor is that classrooms still lack infrastructure and others. That's in my opinion the most inhibiting factor.

1. Teaching materials

Teaching materials are also one of the supports in the success of learning where the teacher really needs supporting facilities in making learning more effective, so because of these limitations the teacher uses only simple learning media that can be utilized in supporting learning.

b. Supporting Factors in Applying Teaching Strategies

There are several supporting factors in applying the strategies, those are:

1. Students Enthusiasm

According to informant the supporting factor in the success of learning is a factor of the students themselves, students enthusiasm will provide a conducive atmosphere in learning even though in a relatively small classroom learning can take place interestingly.

2. Teacher Creativity in Making Effective Learning Media

Among the things that really determine the success of learning is the factor of the teacher himself where the teacher who has the competence including creativity can create media that can stimulate students' interest in learning such as making cards, class management skills, good delivery, coherent and clear are one of the crucial factors in the success of learning

This part presents the discussion of research findings. There are two questions raised in this study. This discussion focuses on finding the two research questions raised. The first discussion is a strategy used by teachers in teaching English. The second discussion focuses on the inhibition factors and supporting factors in applying the strategies.

a. Teaching strategies

To make the teaching and learning process successful, especially in teaching English, the teacher must have the ability to create attractive learning styles, so that students are enthusiastic in following the lessons. As Allen (2003) states the choice of teaching strategy to be used depends on the large information that skills are taught and it might also be influenced by the learning style, attitude, skills and enthusiasm of the students. From the researcher's findings, the teaching strategies used by teachers inteaching English vary greatly, including:

a. Game

> *"Adapun strategi yang saya pakai dalam mengajar itu. Yang pertama, cara saya untuk meningkatkan motivasi siswa ketika siswa baru pertama belajar, dengan itu saya menggunakan game. Jadi strategi pertama yang saya pakai adalah penggunaan game untuk meningkatkan motivasi dan semangat siswasebelum mulai belajar".*

Games are complex activities in which there are rules, play and culture. A game is a system where players engage in artificial conflict, players interact with the system and conflicts in the game are fabricated or artificial, in the game there are rules that aim to limit the player's behavior and determine the game. Gameaims to entertain. Games are very popular with children and adults. In essence the application of the game method in teaching English is important for brain development, to improve concentration and train to solve problems precisely and quickly because in the game there are various conflicts or problems that require usto solve them quickly and correctly. Through games, learning will become more interesting, make it easier for students to understand teaching material and also be

able to increase student motivation, so that learning outcomes are maximized by using this method.

b. Role Play

Kusnierek (2015) defined Role Play (RP) as a ''complete range of communication technique which develop language fluency and promotes student interaction during the class, increasing students' motivation, encouraging their learning, but also sharing responsibilities between teacher-student''. Role play is a language learning technique that asks students to play a certain role in a given situation, using the target language, which is the language being studied, especially English. This method will provide opportunities for students to practice pronunciation, practice speaking, practice listening the other person words. By playing the role play, students can enrich vocabulary as well as enjoying a pleasant atmosphere without having burden of making mistakes in pronunciation. Because usually a teacher will put himself as a friend of discussion, so that creates relaxed atmosphere.

c. Vocabulary

From the researcher's findings, one of the teaching strategies used by teachers in teaching English is the provision of vocabulary. Vocational teaching can be integrated with other skills. For example, the teacher gives a picture to students, then asks them to explain it. So, other students can understand or find the meaning of vocabulary based on pictures. Through word games students can learn vocabulary in a more fun way. It also increases their motivation to learn vocabulary, of course this has an impact on increasing students' interest in learning English. Based on her experience, she tried to describe;

> *"Selain itu untuk menigkatkan semangat siswa untuk belajar, saya juga memberikan kosa kata atau vocabulary yang bisa memacu siswa untuk tahu vocabukary yang akan dipelajari nanti".*

The statement above indicates that providing vocabulary is another way that can be used to increase student enthusiasm for learning English. Coady and Huckin (1997: 5) states vocabulary mastery is central to language and critical importance to the typical language learner. The researcher concluded that vocabulary mastery is a fundamental requirement that influences students' achievement in studying English. Without vocabulary mastery, there is not communication, reading, and writing can be conveyed. So that, it is important toknow what the vocabulary is.

d. The Lecture Strategy

From the researcher's findings, besides the teacher giving English words the teacher also uses the lecture strategy. This is commonly used by teachers in explaining grammar. Lecture is an instructional strategy that allows the teacher to transmit information to a large group. Lecture is often the method teacher use mostbecause it is an efficient way to get across a large amount of information.

However, it is important to ensure students are actively involved in the lecture; otherwise not much learning usually takes place. ectures are particularly good for presenting up-to-date information, summarizing material, adapting material to the background and interests of a particular group of students, and focusing on key concepts, principles, or ideas (McKeachie and Svinicki, 2014).

b. Supporting and inhibiting factors in Applying English teaching strategies in carrying out learning activities there are certainly many inhibiting and supporting factors that influence the success or failure of teaching and learning activities.

The followings are some of the inhibiting factors for teacher in applying teaching strategies:

a. Classroom

Classroom According to Winarno (2009), "classroom is a room used for effective and beneficial teaching and learning process and can motivate students to learn well according to ability". The classroom is a learning park for every student to grow and develop their intellectual and emotional potential. Therefore, classes should be arranged well, so that it really becomes a comfortable and enjoyable place to study.

Based on the interviews with teachers at school, it can be concluded that the lack of good classroom management can be a limiting factor for teachers in implementing teaching strategies, so that the objectives to be achieved in the learning process are less optimal.

> "*Salah satu instrument kunci yang sangat menentukan dalam keberhasilan pembelajran adalah ruang kelas. Ruang kelas yang digunakan oleh pendidik dianggap kurang memungkinkan untuk mengunakan game, karena idealnya dibutuhkan ruangan yang cukup luas dalam menerapkan strategi tersrbut mengingat jumlah peserta didik termasuk banyak Jadi itu pertama, faktor penghalang adalah ruang kelas yaeg masih minim infrastruktur dan lain-lain. Itu sih menurut saya faktor yang paling menghambat*".

(One of the key instruments that took on a crucial role in determining the success of learning was the classroom itself. The classroom used by the teacher was not that enough to apply some supporting games. This was due to the fact that it was needed a large classroom to implement such strategies. There were many students in the class, so that's the main problem. Also, the lack of infrastructures influenced the learning process. That, to me, is the inhabiting factor).

According to informants the supporting factor in the success of learning is a factor of the students themselves, students enthsiasm will provide a conducive atmosphere in learning even though in a relatively small classroom learning can take place interestingly. Bowman et al. in Afdhal (2016: 61) states "it is particulary important to maintain childern's entrepreneurship for learning by integrating with the teacher- directed curriculum". The statement means that it is important to maintain students 'enthusiasm for learning by integrating students' personal interests with the curriculum made by the teacher. When planning a lesson, the teacher should not only be focused on mastery learning based on the existing curriculum but the teacher should also pay attention to students' interest in the material being studied. According to McDonald & Kirby in Afdhal (2016: 64) enthusiasm can be grown by taking into account the following criteria for learning enthusiasm: focus on hope and success, make lessons meaningful, provide challenges, focus on career preparation, consider the importances of self-esteem, express positive beliefs.

Based on some of the statement above it can be seen that the enthusiasm of student learning is a positive attitude that arises from students without coercion in the form of an extraordinary feeling of pleasure that is characterized by the response, attention, concentration, willingness and awareness to involve themselves in the learning process, In learning and teaching process, creativity is part of a system which is inseparable from students and teachers. The role of teacher creativity is not just helping the teaching and learning process by including only one aspect of human beings, but includes other aspects, namely cognitive, psychomotor and affective. In general, teacher creativity has the main function of helping to complete their work quickly and efficiently. One of the creativities that must be possessed by every teacher is creativity in the development and use of instructional media. A teacher is required to be able to design and utilize various

types and sources of learning that are appropriate so that learning activities take place as effectively and efficiently. If the appropriate media is not yet available, the teacher tries to develop it himself. The same thing was confirmed by respondents in the interview:

> "*Diantara hal penunjang yang sangat menetukan dalam berhasilnya pembelajaran adalah factor dari gurunya itu sendiri dimana guru yang memilki kompetensi termasuk kreatifitas dapat menciptakan media media yang dapat menstimulasi minat peserta didik dalam pembelajaran. Seperti membuat kartu, keterampilan mengelola kelas, penyampaian yang baik, runtut dan jelas adalah salah satu faktor yang sangat krusial dalam keberhasilan pembelajaran*".

(Among the supporting factor that really determine the success of learning is the teacher himself/ herself. A teacher with a creativity can create kinds of teaching material or supporting tools that can perfectly encourage students in learning for instance, making cards, a class management skill, a good delivery, clear, and coherent. Those are some of the crucial factors in learning.).

As a creative teacher, it should use variations in the learning process, the use of learning media so that students do not feel bored and the lessons delivered can be directly accepted or understood by students, so that it will make the learning process comfortable and enjoyable. So, a creative teacher must know the principles of media selection and the principles of media use so that the learning delivered can attract the attention of students and students become more enthusiastic in following the lessons, so that learning outcomes are achieved to the maximum.

CONCLUSION

Based on the discussion in the previous chapter, the researcher concluded some conclusions as follow: The teaching strategies used by English teachers in teaching English in SMA Negeri 1 Baitussalam include: 1) The teacher uses games, 2) The teacher provides vocabulary or vocabulary, 3) The teacher uses Role Play, 4) The teacher uses the lecture method. English teacher uses these strategies for several reasons including: 1) Students are quicker to understand and enthusiastic about the game than there is no game, 2) Conversation or roleplay is more sharpening students to talk with their friends, 3) Lectures helps the teacher to give conclusions that are concise, concise and clear. As for what hinders teachers in class from implementing the strategy is the factor of classrooms that still lack infrastructure so that it is sometimes difficult to use game strategies. In addition, teaching material factors that are related to the lack of supporting facilities can

make learning more effective Then the things that become a supporting factor in implementing the strategy is the enthusiasm of students so as to provide a conducive atmosphere in learning. In addition, the teacher's creativity in creating effective instructional media can stimulate students' interest in learning. Based on the conclusions above, the researcher will offer several suggestions that are expected to be beneficial including:

    a. For Teachers

       This research can improve the quality of English teachers in teaching English by maximizing supporting factors. Teacher strategies should be applied because this is the teacher's way of determining learning objectives during the teaching and learning process.

    b. For Students

       With the strategy used by the teacher, it is expected that students will understand more and enjoy the lesson.

    c.   For further researchers

       The researcher recommend that other researchers can carry out this research in a wider area. Researchers can then conduct research on teacher strategies used by English teachers that are important in the teaching and learning process. Therefore, the results will be more profitable and be applied in a wider area

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