

STRATEGIES USED BY ENGLISH TEACHERS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE AT SMK NEGERI 2 PULAU-PULAU BATU SOUTH NIAS

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Abstract

This study aimed to find and explain English teachers' strategies used in teaching English as a foreign language. The types of this study is descriptive qualitative research. The subjects of this study were students of SMK Negeri 2 Pulau-Pulau Batu majoring in ULP (Usaha Perjalanan Wisata) which consists of 37 students and two English teachers who taught in different classes with the same major. Moreover, the researcher collect the data by using the instruments of the study. Instrument used is survey questionnaires consisting of open-ended and close-ended questionnaires. In addition, the researcher interviews both teachers and students also. The result of this study showed that the teachers used some strategies in teaching English as a foreign language. Teaching strategies used by the teachers such as discussion, small-group work, co-operative learning, and role play. Besides of that, teachers used other strategy to accommodate students' interest in learning English as foreign language such as using PPT, films, music, cards, poster and other interesting media.

Keywords: Strategies, English teacher, Teaching, Foreign language

Abstrak

Penelitian ini bertujuan untuk menemukan dan menjelaskan tentang strategi guru bahasa Inggris yang digunakan dalam mengajar bahasa Inggris sebagai bahasa asing. Jenis penelitian ini adalah penelitian kualitatif deskriptif. Subjek penelitian ini adalah siswa SMK Negeri 2 Pulau-Pulau Batu jurusan ULP (Usaha Perjalanan Wisata) yang terdiri dari 37 siswa dan dua guru bahasa Inggris yang mengajar dikelas yang berbeda dengan jurusan yang sama. Peneliti mengumpulkan data dengan menggunakan instrumen penelitian. Instrumen yang digunakan adalah kuesioner survei yang terdiri dari kuesioner terbuka dan kuesioner tertutup. Selain itu, peneliti juga mewawancarai guru dan siswa. Hasil penelitian ini menunjukkan bahwa guru menggunakan beberapa strategi dalam mengajar bahasa Inggris sebagai bahasa asing. Strategi pengajaran yang digunakan guru meliputi diskusi, kerja kelompok kecil, pembelajaran kooperatif, dan bermain peran. Selain itu, guru menggunakan strategi lain untuk mengakomodasi minat siswa dalam mempelajari bahasa Inggris sebagai bahasa asing seperti penggunaan PPT, film, musik, kartu, poster dan media menarik lainnya.

Kata Kunci: strategi, guru bahasa Inggris, pengajaran, bahasa asing

INTRODUCTION

English is a popular language widely used in the world. English, being the first world language, is said to be the first global lingua franca, and it is the most widely used language in the world in international trade, diplomacy, mass entertainment, international telecommunications, and scientific publications, as well as publishing newspapers and other books (S.R., 2019).

English as a Foreign Language (EFL) is a term used to describe the teaching and learning of English in countries where English is not the native language. Teaching English as a Foreign Language (TEFL) focuses on teaching English to people who grew up speaking other languages. The process of teaching and learning English as a foreign language is an educational activity that involves both teachers and students. Both of them are

unique individuals who possess their own way of teaching and learning (Díaz Larenas et al., 2011).

Teachers are responsible for coordinating the classroom environment, including adapting discipline in the classroom, implementing strategies, and interacting with students in the classroom. Good teachers care more about their students learning than they do about their own teaching. In addition, teachers need to apply an effective strategy in making learning more fun and enjoyable.

One of the most important things in teaching and learning is strategy. Strategy is described as a technique, plan, or sequence that is specially planned. It is a plan that involves a series of activities that are designed in such a manner that they are a common means to attain educational goals. Thus, it is stated that the strategy is designed to make a learning process more active through teaching and learning activities. Strategies are the procedures that underpin particular learning tasks. Once a person has mastered a strategy and can apply it effectively in learning and using language, it has become a skill (Nunan, 2015).

Nowadays most English teachers sometimes use traditional methods in teaching English as a foreign language, such as using the Grammar Translation Method (GTM) and the Audio Lingual Method (ALM) (Luisa & Renau, 2016). Many students today still cannot express themselves and develop their own skills even if they have difficulties in understanding the material, and students do not show interest in following the teachers' instructions in teaching because the strategies used are boring. Moreover, teachers teach students by using books and whiteboards as well as orally and in writing. In addition, the teaching and learning process is still dominated by the ESP teachers. It was indicated that teacher-centered activities occurred in the classrooms. In this case, most students were just writing, sitting, and listening. So, most

of the students will be passive (Sipayung & Pangaribuan, 2019). In achieving the learning goal, the teacher must apply appropriate teaching strategies to the students' condition.

The recent studies (Sari, 2023) investigate students' interest in learning English as a foreign language (Muliati & Tahir, 2023) and investigate students' interest in learning English (Hayati et al., 2021); investigate teachers' teaching strategies in EFL class; Zaid et al. explore English teachers' teaching strategies and their impact on students' motivation, analyze teachers' teaching strategies and students' different learning styles in the English teaching-learning process (Yani, 2016). Besides that, Amjah investigate teachers' strategies to develop students' interest towards learning English as a second language (Amjah, 2014). However, in learning and teaching English as a Foreign Language (EFL), the strategies teachers' used are different, and they have influence on developing students' interest.

By applying a good strategy, it can make students achieve the learning goal and interest to learn. The students' interest was indicated by enjoying and being happy during the learning process, focusing and being enthusiastic when doing the activities, taking some notes of the English lesson, being motivated and active in the classroom, reviewing the previous material, and trying to improve the English skills. Besides that, by applying a fun active learning strategy and visualization strategy, students will be successful in sharing their understanding to gain the purposes that need to work together among the students (Milala et al., 2024).

Based on the explanation above, the researcher is interested in carrying out research dealing with the topic related to the problem. The researcher would like to investigate English teachers' strategies and students' interest in learning English as a foreign language to make learning English become fun and enjoyable. This research is entitled "English Teachers' Strategies in

Developing Students' Interest Towards Learning English as a Foreign Language at SMK Negeri 2 Pulau-Pulau Batu.”

METHOD

This research was conducted at SMK Negeri 2 Pulau-Pulau Batu South Nias by using a qualitative research design. In this study, the subjects were eleventh-grade students of SMK Negeri 2 Pulau-Pulau Batu, which consists of 37 students and two English teachers who taught in different classes with the same major. The sample in this research was selected based on specific criteria to be researched to answer research questions. Besides that, the objects of this research are teachers' teaching strategies and students' interest towards learning English as a foreign language.

Moreover, the instrument used in this study is survey questionnaires which consist of open-ended questionnaires and close-ended questionnaires. In addition, the researcher also interviewed both teachers and students. In collecting the data in this research, there were some steps that the researcher took. First, make survey questionnaires that contain some questions or statements. Second, distributing the open-ended and close-ended questionnaires for teachers and students as sources of data in this research. Third, the researcher interviews the teachers and students to find out the data related to the teachers' strategies and students' interest. Fourth, the researcher selects the data based on the background of the problems. Fifth, tabulating or displaying the teacher's answer and students' answer in table form to make it easier for the researcher in concluding. Then the technique of data analysis in this research is descriptive analysis.

In answering the first research problem, there were some steps that the researcher took. First, the researcher classified the types of teachers' strategies used in teaching English as a foreign language. Second, the researcher determined the dominant strategies used in

developing students interest in learning English as a foreign language. Third, the researcher made a description as the answer for the first research problem.

In analyzing the second research problem, the researcher classified the way used by teachers in developing students' interest based on the data collected, determined how teachers develop students' interest in learning, and made a conclusion in answering the second research problem.

The third research problem was answered through some steps. First, the researcher analyzes the reasons why students lose their interest through teachers' and students' responses. Second, the researcher will describe the students' reasons why they lose their interest. Third, the researcher evaluates the result of the analysis and makes descriptions or describes the result of analyzing the data as a conclusion in this research.

The data of this study are students' answers as to whether they strongly agreed, agreed, were neutral, disagreed, or strongly disagreed. All the questions ask to indicate students' opinions about teachers' strategies, students interest in learning English, and the students' learning process as the foreign language. While the data from the teachers are teachers' opinions and views about teaching strategies used, the ways used by teachers to develop students' interest, and the factors that caused the students to lose their interest in learning English as a foreign language. The sources of data in this research are survey questionnaires and interview sheets. The responses of teachers and students in the questionnaire sheet and their answers when the researcher is doing the interview are used as the main data.

FINDING AND DISCUSSION

The data were taken by administering the closed-ended questionnaire to the teachers regarding to strategies in teaching, and the description is shown as follows:

Table 1. *The Result of the Close-Ended Questionnaire*

No	Statement	A	SA	N	D	SD
1.	Appropriate strategies increase students' interest.	0	100 %	0	0	0
2.	Brainstorming increases students' interest.	50%	0	50%	0	0
3.	Direct instruction.	0	0	50%	50%	0
4.	Discussions	0	100%	0	0	0
5.	Small-group work and cooperative learning.	0	100%	0	0	0
6.	Problem solving.	0	0	0	100%	0
7.	Role play.	0	100%	0	0	0
8.	Case study.	0	0	0	100%	0
9.	Writing.	0	0	0	100%	0
10.	Using interesting media can increase students' interest.	0	100%	0	0	0

The result of the questionnaire above was filled by two English teachers who refer to the teaching strategies used at the classroom in teaching English as foreign language. It consists of 10 statements, 5 statements showed highest percentage of agreeing. They are statements 1, 4, 5, 7, and 10.

Statement 1 got 100% of agreeing percentage. Both of English teachers strongly agree by applying appropriate learning strategies it can increase students' interest in learning and students can achieve the learning goal. Next, statement number 4. It got 100% of agreeing percentage. Both of English teachers strongly agree in applying discussion strategy or small-group work strategy in

teaching English as a foreign language.

In statement number 5, it got 100% of the agreeing percentage. Both of English teachers strongly agree to apply cooperative learning in teaching English as foreign language. Students can share their knowledge, increase their skill, and build a good relationship with each other. In statement number 7, it got 100% of the agreeing percentage. English teachers strongly agree that in applying role play. It can make students enthusiastic and interested in learning. Besides that, English teachers strongly agree by combining ICT, music, and interesting media, it can increase students' interest in learning.

Table 4.2. *The Result of the Open-Ended Questionnaire and Interview Sheet*

No	Questions
	Strategies Teachers' Used in Teaching English as a Foreign Language
	Teacher A
	Discussion strategies and role playing through games.
	Teacher B
	Studying in groups, discussing and role playing in front of the class.
1.	Teacher A
	Using a projector, design material using the Canva application, students watch through videos and learn English using music.
	Teacher B
	Doing ice breaking with music, observe the environment and discuss with friends and using flash cards.
2.	How Teachers Develop Students' Interest
	Teacher A

<p>What media are used in developing students' interest in learning English as a foreign language?</p>	<p>English films or English cartoons, use the Canva application, English learning applications such as Elsa Speak, and music. Teacher B Music, flash cards, and various other interesting media. Teacher A</p>
<p>How to develop students' interest in learning English as a foreign language?</p>	<p>By adjusting the learning material I am teaching. Teacher B By applying a variety of varied media.</p>
<p>Influences of Students' Interest Towards English as Foreign Language</p>	
<p>How big is the influence of the teaching strategy used in developing students' interest in learning?</p>	<p>Teacher A The teaching strategies used by teachers greatly influence students' interest and make it easier for students to understand the learning material. Teacher B Good teaching strategies influence students' interest in learning English as a foreign language. Teacher A</p>
<p>3. How big is the influence of students' interest on the success of learning English as foreign language?</p>	<p>Teacher A The success of mastering English as a foreign language is greatly influenced by students' interest in learning. When students are interested in learning, it's better they can master the language. Teacher B When students have interest, students will enjoy learning English themselves with a happy and enjoyable heart.</p>
<p>The Reasons Why Students Lose Their Interest in Learning English</p>	
<p>Why do students feel uninterested in learning English as a foreign language?</p>	<p>Teacher A Teaching strategies implemented by teachers are not fun, not creative, and monotonous. Teacher B Students think English is a very difficult subject so they choose not to show interest, limited learning activities, teacher do not use media that is interesting to students. Teacher A</p>
<p>4. What are the indicators that students have in their interest in learning English as a foreign language?</p>	<p>Teacher B Students' high enthusiasm for learning, feel happy learning, and complete their assignments well. Teacher B Actively asking questions and participating during learning, focusing attention on learning and continuing to be motivated to increase knowledge.</p>

In this session, the researcher discussed the result of research that has been carried out using questionnaires and interviews with respondents who were two English teacher at SMK Negeri 2 Pulau-Pulau Batu. The result of the data analysis was that there were some strategies in teaching English as a foreign language used. They are discussion, small-group work, cooperative learning, and role play.

Teaching activity involves some teaching strategies. Based on the result of the study by Zaid et al., there are some teaching strategies used by teacher in teaching English. They are active learning strategy, collaborative strategy, critical thinking strategy, discussion strategy, and humor. Besides that, other varieties of teaching strategies in class that the teacher used are direct instruction, discussion,

small-group work, and role play (Hayati et al., 2021). In addition, teaching strategies used by the teacher must consider some things. It included students' character, learning objectives, and the characteristics of learning material. Another result of the study is teaching strategies such as demonstration, videos, reading text, lecturing/storytelling, cooperative learning, discussion, and games used for covering the differences of students' learning styles (Yani, 2016).

In developing students interest in learning English as a foreign language, students preferred to learn English with the support of using computers and music (Amjah, 2014). The first teacher at SMK Negeri 2 Pulau-Pulau Batu made sure the explanation and activities were interesting and enjoyable for students to follow. He used English films or English cartoons in teaching, used the Canva application, used English learning applications such as Elsa Speak, and use music as a medium in learning. Using video in an educational context has been established by many scholars as an effective instructional media to support the teaching and learning process (Irawan et al., 2023). Students had great enjoyment in English learning that was indicated by enjoying and being happy during the learning process, focusing and being enthusiastic when doing activities, taking some notes of the English lesson, being motivated and active in the classroom, and reviewing the previous material and trying to improve the English skills. Furthermore, students had great interest in learning English because of the interesting, comfortable, and enjoyable teaching (Sari, 2023).

The second teacher used music, flashcards, and various other interesting media to support her teaching activities. She believed that by using those strategies she could attract students' interest in learning English. She also stated that her students have participated in the class activities such as role-playing and games. Every student has their own interest. Based

on the result of the study by Tahir et al, the category of students' interest in learning English is a moderate category (Muliati & Tahir, 2023). As a result, the students showed more interest in following their English lessons. Both of the teachers at SMK Negeri 2 Pulau-Pulau Batu used quite similar strategies in teaching English to students with support of interesting PPT, films, music, cards, posters, and other interesting media. Through these strategies, students learn English actively, fun, and enjoyable.

Students' interest can be seen from the students' enthusiasm, students feelings, students' happiness in learning, and how students complete their assignments well. Besides of that, actively participating in class showed that students have a good interest in learning. Based on the data analysis, there were factors why students at SMK Negeri 2 Pulau-Pulau Batu lost their interest in learning English as a foreign language. It caused some factors, such as the teaching strategies not being fun and creative, even applying a monotonous teaching strategy. In addition, sometimes students still think that if English is a very difficult subject, they do not show a high enthusiasm in learning English as a foreign language. Another thing is anxiety in learning English. It is a personal emotion of language learners that will affect their performance in using the language (Astuti et al., 2022).

CONCLUSION

Based on the description in the preceding chapter, it concluded that there are some teaching strategies used by English teachers at SMK Negeri 2 Pulau-Pulau Batu such as discussion, small-group work, cooperative learning, and role play. In addition, both of English teacher at SMK Negeri 2 Pulau-Pulau Batu support their teaching activities by using interesting PPT, films, music, cards, posters, and other interesting media. Moreover, there are factors that caused students to lose interest in learning English as a foreign language. They were monotonous teaching strategy,

teaching media was not creative and students' perception about English itself.

The researcher hopes that the teacher can apply various teaching strategies to help students in achieving their learning goal and increase their skills. Then, the researcher hopes that the students were helped by this research to gain knowledge and ideas about learning English as a foreign language through the result of this research. The researcher also hopes that the students pay attention to teacher while the teacher teach English as foreign language. Hopefully this researcher can be as a reference source and can be used as an information about teachers' strategies in developing students' interest towards learning English as a foreign language. Researcher also suggested to the next researcher to conduct a research entitled teachers' strategies in teaching English for specific purposes and their impact to students' interest and achievement.

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