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Daftar Isi

ANALYSIS OF ENGLISH LANGUAGE TEACHING STRATEGIES: BASIS FOR INTERACTIVE TEACHING AND LEARNING ACTIVITIES

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ABSTRACT

This study attempted to analyze the ELT strategies based on a documented classroom activity. Specifically, it sought answers to the following questions: (1) What are the ELT strategies utilized by the teacher in the video clip recorded by the researcher? (2) Are the ELT strategies consistent with the following criteria? (a) Physical involvement with language (b) Use of multiple media (c) Physical expression (d) Interaction with peers (e) Low-stress environment for language performance. (3) What Interactive Learning activities can be developed?. The study was guided by the following assumptions: (1) There are: ELT strategies utilized by the Indonesian teachers as shown in the recorded video clip. (2) Interactive ELT learning activities can be developed in ELT classroom. In the ELT strategies are consistent with the criteria used in the study. (3) Interactive learning activities can be developed.

Keywords: *English Language Teaching, Teaching Strategies*

[1]*Mengajar di SMA*
[2] *Dosen UAD*

A. Introduction

Curriculum is a fundamental substance in the educational system. It drives how education would look like and directs the whole unit of education. Hence, by implementing the curriculum, the teaching learning activities will be structured and systemized in order to achieve the learning objectives. Curriculum serves as the school guide and the teacher as the implementer in standardizing the educational system in Indonesia. Ahmad as cited by Yalden the curriculum includes the goals, objectives, content, processes, resources, and means of evaluation of all the learning experiences planned for pupils both in and out of school and community through classroom instruction and related program. In other words, curriculum is a set of instructional activities that consist of content, processes, and resource.

English language teaching (ELT) in Indonesia is based on the curriculum designed by the government Ministry of Education. Teaching English language, to tenth grader is not an easy task for Indonesian teachers, who encounters a lot of difficulties such as understanding the characteristics of the students with diverse background, especially in teaching and learning process. One of the challenges in teaching English language is motivating the students to speak in English. Confident students are always participating, but the students who are less confident are unenthusiastic.

English language teaching has focused on teaching the language rather than teaching about the language. The importance is not the linguistic competence of language learners but also on the development of their communicative ability. Teaching English focuses on developing the ability to communicate. Listening, Speaking, Reading, and Writing are the four macro skills needed to improve student's English ability. Those skills

are integrated in English teaching learning process, and it will develop students' macro skills.

A teacher should be creative to apply teaching method, so students can master these macro skills. According to Allen, English Language Teaching (ELT) primarily aims to develop the integrated skills of listening, speaking, reading and writing through the mastery of the different language elements such as phonology, vocabulary, and grammar until fluency and competence is achieved. A teacher should make students interested in the material in order for students to understand the material easily.

Teaching strategies are important factors that affect students' learning. In Indonesia, Senior high school is an important stage in a student's education. Reiser and Dick argue that teachers can use different strategies of teaching to achieve teaching-learning goals and objectives. In this case, the role of teacher as a center of teaching learning process in the classroom must used different strategies to achieve the objectives of the study. The main objective is that students can apply their lifelong learning.

The researcher being a graduate of teaching profession is interested to analyze the teaching strategies in English language of the tenth grade students for reference and future strategies and preparation in teaching.

B. English Language Teaching.

Teaching is showing or helping someone to learn to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. It also expresses that teaching is guiding and facilitating learning, enabling the learner to learn setting the condition for learning. Based on the definition above, it can be stated that teaching are the activities that enable the learners to acquire knowledge, guided by teacher through learning process.

C. Teaching Strategies

Technique closely related to the strategy to do something. Allen states that technique is implementation that which actually takes place in classroom. It is particular trick, strategy, or contrivance used to accomplish an immediate objective.

Kumararavadivelu believes that to shape the practice of everyday teaching, teachers need to have a holistic understanding of what happens in their classroom. They need to systematically observe their teaching, interpret their classroom events, evaluate their outcomes, identify problems, find solutions, and try them out to see once again what works and what doesn't. In other words, they have to become strategic thinkers as well as strategic practitioners. As strategic thinkers, they need to reflect on the specific needs, wants, situations, and processes of learning and teaching. As strategic practitioners, they need to develop knowledge and skills necessary to self-observe, self-analyze, and self-evaluate their own teaching acts.

Celce- Muria states that strategies for language learning are "specific behaviors or thought processes that students use to enhance their own L2 learning." Such behaviors are either (1) learning strategies or (2) communication strategies. Of Oxford's learning strategies, three are most important for our purposes: (1) *cognitive*: these are strategies making use of logic and analysis to help oneself learn a new language through outlining, summarizing, notetaking, organizing and reviewing material, etc. (2) *metacognitive*: these strategies involve planning one's learning by making time for homework or for preparation, and engaging in selfevaluation of one's success on a given task or on one's overall progress. This is achieved in part by monitoring and noting one's errors, learning from

teacher and peer feedback, etc. Compensating for missing or partial knowledge by guessing the meanings of words from context or the grammatical function of words from formal clues are also aspect of metacognition. (3) *memory-related*: these are strategies that help learners recall or retrieve words through the use of acronyms, images, sounds (rhymes), or other clues. The other crucial strategies, which are the ones we highlighted in Celce- Murcia et al. 1995: 26–29), are communication strategies; they include the following: (1) *achievement*: strategies of approximation, circumlocution, codeswitching, miming, etc. (2) *stalling* or time gaining: using phrases like *Where was I? Could you repeat that?* (3) *self-monitoring*: using phrases that allow for self repair like *I mean.* (4) *interacting*: these are strategies that include appeals for help/clarification, that involve meaning negotiation, or that involve comprehension and confirmation checks, etc. (5) *social*: these strategies involve seeking out native speakers to practice with, actively looking for opportunities to use the target language.

D. Research Design

This research used quantitative-qualitative research. It gathers information about the existing present condition. It involves a meticulous description of the respondent characteristics, achievement, behavior and physical capabilities as well as other relationships. Sherri states that, Qualitative research focuses on phenomena that occur in natural settings and the data are analyzed without the use of statistics and Qualitative research entails observation and or unstructured interviewing in natural setting. As this research aims to analyze of the English Language Teaching Strategies utilized by the Indonesian teachers, the researcher use qualitative research. Cresswel qualitative research is best studied to address a research problem in which we do not know the variables and need to explore. The literature might yield little information about the phenomenon of study, and we need to learn more from participants through exploration.

Plano says. Quantitative data, which is generally considered to be closed-ended information, is typically gathered through attitude, behavioral, and performance instruments, as well as checklists, in an attempt to answer narrow questions and explain relationships between variables. Cresswell sugested, Quantitative researchers then analyze the data using statistical procedures, comparing results with prior predictions and earlier research studies, then presenting a final report in a standard format which displays researcher objectivity and lack of bias.

The data source of this research is the teacher of SMA 1 Pengasih Kulonprogo. This research conducted in the tenth grade English class of SMA 1 Pengasih Kulonprogo, which is located on Jl. KRT. Kertodiningrat 41, Pengasih, Kulonprogo D.I Yogyakarta.

Data Gathering Tool

In this research, to collect the data, the researcher use observation and documentation.

a. **Observation.** In this research, the data are collected by doing an observation in the classrooms. According to Creswell observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. In observation activities, the researcher does not involve in teaching learning process which is done by the English teacher and her students. The researcher only observes and monitors[4]. makes a recording as well. Recording is useful to help the researcher in re-observing by himself before taking the conclusion. Research instrument used in the observation is a video recorder and the observation guideline related to the teaching learning process and evaluation process in accordance with 2013 curriculum.

b. **Documentation.** Creswell documents consist of public and private records that qualitative research obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals and letters[6].   In this study, the researcher documented the classroom activities and the teachers teaching strategies in teaching English language, the documented video serve as the source of data collection in order to identify the teaching strategies employed by the teachers. The data will also reveal how the students respond to the instruction. The document will also serve as the reference framework in formulating the output of this study.

c. **Statistical Tool**

The researcher employed statistical tool to treat the data gathered. The responses of the respondents were classified and tabulated systematically according to different variables included in the study. The statistical tool used was Precentage Technique.

Precentage Technique. In order to determine the respondents' nominal data consisted of the raw counts of the frequencies of occurrence of the characteristics under consideration. Ordinary data was based on the frequency through the percentage formula.

The formula is:

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

Where: P   = Percentage
　　　　 F   = Frequency
　　　　 N   = the total number of Respndent

E. English Language Teaching Strategies

Based on the analysis of the documented video the teacher used some strategies in teaching English language in the classroom. The following are the strategies: participative interactive story (storytelling), film analysis and cooperative or collaborative learning. The English teacher basically has implemented teaching learning procedures well, starting from pre-activity, main activity, until post activity.

The characteristics of an ideal learning are interactive and inspiring; fun, challenging, and motivating learners to actively participate; contextually and collaboratively; providing enough space for innovation, creativity, and independence of learners; and in accordance with their talents, interests, abilities and development of learners. At this dimension, the teachers implement teaching learning strategies and methods that should be in accordance with the set criteria.

1. Visual Learning Strategy

As the teacher used film as a media in teaching and learning the lesson in the classroom activities. The students finds the understanding of the lesson more easier to analyze the event in the story, than reading the book. In using a movie analysis in the classroom it helps the students, to focus their attention to the pronunciation, voice, body language, choosing of the words, listening and watching, lifestyle, plot idea, summary, what's going on, why and how, and many other things. According to Shrossbree Video provides this environment, and this helps learners to understand a particular discourse and improve their long-term listening comprehension, as well as their "confidence in speech.

2. Participative Interactive Strategy

According to Champion, Storytelling as an oral activity where language and gestures are used in a colorful way to create scenes in a sequence. However, storytelling consists of more than just telling stories. It may include not only creating a story but also the use of pictures, acting, story writing and so forth. Isabel states that Stories are pervasively used as a powerful and promising educational means for teaching and learning. Stories draw the learners' attention and thus can convey certain messages more easily to

them. In storytelling, the words are not memorized, but are recreated through spontaneous, energetic performance, assisted by audience participation and interaction.

The purpose of storytelling infront of the class is to encourage students to use the target language in an authentic situation, and to introduce them to the language they would need to complete the task of storytelling. Larsen- Freeman and Anderson explain that the first phase of Task Based Learning makes the teacher introduce students to the language as they need to complete the task.

Furthermore, the important thing that the students got from storytelling strategy is that the students can improve their speaking. Speaking is a vital element in learning a language. Acquiring communicative skills helps students to express themselves and learn how to follow social and cultural rules suitable in each communicative situation. In speaking, students are inclined to get something done, they explore ideas, they work out some aspect of the world, or just be together (ichard, J. 2006).

In other words, storytelling is one of the best strategy to make the class more active. Bloch et al show that storytelling can make a significant contribution in the language classroom to build speaking, writing, reading and listening skills. using storytelling in the classroom is a powerful and effective way to improve and develop language skills, and moreover that activities where students participate in telling, writing, reading and listening to stories can motivate them to be active learners, developing within them a constructive approach towards English language learning.

3. Collaborative Learning Strategy

Collaborative or cooperative learning differs from traditional learning because it provides structural opportunities for individuals, who are given specific roles within their groups, to work together to reach common goals. When students learn separately, their individual performances do not necessarily affect one another either positively or negatively. Collaborative learning is an instructional method in which students team together on an assignment. Collaborative learning refers to 'a small group of learners working together as a team to solve problems, complete a task, or accomplish a common goal (Haven, K. F. 2000).

At the end teaching learning process, the teacher divide the students into small groups to make simple stories, and the other groups consist of four or more in one group. Collaborative learning in the context of collaborative writing means two or more people working together to produce and complete a text, through practicing stages and activities such as collecting, planning and organizing ideas, drafting, revising and editing (Rice, R. P. & Huguley, J. T., Jr. 1994). Graham found that collaborative learning of writing skills helped students to find new ideas together and exposed them to various opinions, encouraged them to discuss, debate, disagree and teach one another as well as helping them to practice aspects of the process approach to writing such as generating ideas (Graham, D. 2005).

F. Teaching Strategies consistent with the set criteria

The researcher wants to analyze the English Language Teaching Strategies based on documented classroom activities and find out whether the teachers teaching strategies is aligned with the curriculum standard of Indonesia along following standard;

a. **Physical Involvement with Language**

Incorporating movement into learning English Language can be in the form of physical activity like role playing, playing toss and catch while reviewing material, miming or learners getting out of their seats after sitting down for a long period of time.

	Yes	%	No	%
The student appears to *speak* English better	0	0	8	100
The student appears to *understand* English better	7	90	1	10
In English, the student speaks in single word, phrases and complete sentence	5	60	4	40
Does the student need instructions or directions to be repeated or clarified regularly?	8	100	0	0

b. **Use of Multiple Media**

Using different presentations like video clips along with maps or other kinds of presentations help to get the information closer to reality. Adding music makes the idea clearer and it attracts the attention of the learners.

Does the teacher use sufficient instructional materials for English Language?	Yes	%	No	%
a) Tape recorder	0	0	0	0
b) OHP	0	0	0	0
c) Charts	0	0	0	0
d) Pictures	0	0	0	0
e) Video/film	8	100	0	0
f) PowerPoint Presentation	2	40	0	0
g) Others, pls. specify	0	0	0	0
Students finds inspiration from cartoons, television, movies, music , video games, books, etc.	8	100	0	0

c. **Physical Expression**

Both teacher and students are excited in the lesson discussion and are interested in the content and are challenged to meet the goal of the lesson as shown in their motivated gesture and physical expression.

	Yes	%	No	%
Does the student appear reluctant or hesitant to use English as a mode of communication?	7	90	1	10
On the senior high school, the student speaks English most of the time	0	0	8	100

d. **Interaction with Peers**

Interaction with peers engages students to relevant, meaningful content will have higher perception of the lesson and are likely to use learning outcomes as the student's increases their participation. Students become creative as they share their ideas/opinions with their peers.

	Yes	%	No	%
with *peers*, the student speaks English most of the time	0	0	8	100
Are the students motivated to work with peers by the teachers?	8	100	0	0
Are the students share ideas and feedback to teachers?	8	100	0	0

Does the students create tasks for each member and willing to learn from their peers and teach each other?	6	80	2	20

e. **Low-stress Environment for Language Performance**

Low-stress environment – motivates students by praising their positive behavior enhancing student performance by using self-talk and positive affirmation.

	Yes	%	No	%
Students have the ability to communicate basic needs and wants, and carry on basic interpersonal conversations with peers and teachers	3		5	50
Students are learning by observing and analyzing other students movement	2		6	40
Teacher is free to circulate through the class	7		1	90

G. INTERACTIVE LEARNING ACTIVITIES

The output of this study is entitled Interactive Learning Activities, a supplementary teaching strategy which is especially prepared and written in response to the needs, interests and abilities of the diverse types of learners. The ten strategies will challenge the English language teachers and the students as they are given the chance to be flexible and to be more creative and interactive in the application of this strategy in the classroom. The teachers must see to it that their strategies must be aligned with their learning outcomes, activities and assessment.

The following are the activities: Happy Endings, Human Chain, Debate, Deck of Question, Numbered Heads, Together One Sentence, Alternative Response, Card Charade, Clean Up the Mess and Team Pair-Solo.

Each strategy presents the description of the strategy, desired learning outcomes and instructional procedures with illustration to facilitate ease of the activity.

H. Conclusions

Based on the findings of the study, the following conclusions were drawn: Strategies were used by the teacher in teaching English. These are: Visual Learning Strategy, Participative Interactive Strategy and Collaborative Learning Strategy, The ELT strategies were consistent with the following criteria: Physical involvement with language, Use of multiple media, Physical expression, Interaction with peers and Low-stress environment and The **Interactive Learning activities** was developed for teaching English.

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