USING FB TO INVESTIGATE TEACHERS' STRATEGIES IN TEACHING ENGLISH: A CASE OF SIMEULUE ALUMNI

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ABSTRACT

This study is conducted to explore students' perception and their suggestions on teachers' teaching strategies in teaching English. In so doing, a qualitative research design was employed and 19 Students were purposively selected. Those respondents are current university students who are studying at various universities in Banda Aceh. To gather the respondents' perspective, Facebook (FB) group chat was used as a means to describe their past experiences in learning English. Their gathered responses have been processed in accordance with thematic analysis procedures. The findings of this study revealed that Senior High School teachers in Simeulue have used particular strategies in teaching English. It was indicated that using textbook, engaging in sentence formula and word memorization, doing sentence translation, repeating words after teacher, reading aloud, and working the task in pairs and groups are among the most commonly utilized strategies as perceived by the respondents. In response to teachers' teaching strategies, the majority respondents recommended a new model in their teachers' teaching strategies; which are a shift to communicative teaching strategy incorporating media and ICTs based language teaching. Hence, it is recommended that the senior high school teachers pinpoint the use of integrated teaching technique employing technology in their school.

Keywords: *students' perception, teachers' strategies, English Teaching, FB.*

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INTRODUCTION

Learning another language such as English requires a number of steps for the learners in order to be able to communicate effectively in the target language. Despite an attempt they have undertaken at any levels of education, facing the language learning problem in classroom is inevitable. The obstacle students' dealing with in their way of studying English takes numerous forms and sources. These problems have received a number of attentions to see the underlining factors such as the frequently use of teaching grammar than that of communicative goals, lessening their opportunity to speak in English (Baldauf & Richard; 2005; Oxford & Shearin, 1994).

The stagnancy of quality of teachers' strategies in teaching English have also been associated with teachers' most preferred teaching strategies mainly based on the teaching of pronunciation and grammar and the condition of the demographics area of schools facing with poor school conditions (Bradford, 2007; Yuwono, 2005). In Indonesia context, the teaching of English as foreign language still needs immediate improvement despite the fact that the government has attempted to revise National Curriculum. It is found that the quality of teachers' English teaching strategies and the performance of English by their students are still very far from what they should be. A breakthrough of approach and investigation into teachers' practice of teaching English in classroom is inevitable whereby the results can be used to justify teachers' current language teaching practice (Bada & Okan, 2000; Bradford, 2007; Kirkpatrick, 2007).

Furthermore, a series of impediments resulted from teachers' inappropriate use of teaching strategies in teaching English have been remarkably discovered. The obstacles per se contribute to the effect of teachers' teaching in classroom. For example, teachers' poor teaching skill, students' affective tenets, and the size of the class are considered as a major failure in teaching English as foreign language (Subramanian, 1985). It was also revealed that teaching students to prepare only for their successful examination has rendered the aims to teach students' communicative goals which also influence teachers' strategies in teaching English (Beattie, 1995; Ghorbani, 2009; Jahangard, 2007).

Taking a leading step forward to analyze teachers' strategies in teaching English is so important so that teachers in current English classroom can be recommended remedies as a result of their teaching

practices in accordance with today's' curricula and the principle of teaching methodology. Likewise, teachers would able to recognize their preferred teaching style best suited to their students' learning style (Callahan, Clark & Kellough, 2002; Pressley, Graham & Harris, 2006). However, Callahan et al. (2002) state that one good way to have teachers considering individual learning differences and recognizing the need to modify their own teaching style is to have them learn from the student's perspective.

Therefore, it is important to investigate the teachers' teaching strategies since the goals of strong FL proficiency have been much affected by this factor. However, it is also necessary to seek for a means by which it can be used to assess students' experiences in more humble and openness atmosphere. At this extent, research on effective communication between teachers and students has been adored to the dialogue journal. In short, as stated by Vandoorn and Eklund (2013), Facebook dialogues Journal can make student communicate freely with his teachers and can leave no hesitation during the dialogue journal is being undertaken. A study by Irwin, Ball and Desbrow (2012) on students' perception of using Facebook as an interactive learning resource at the university discovered that Facebook was potential to promote collaborative and cooperative learning. The example on assessing students' view of previous teaching and learning foreign language has been modeled by Hiew (2012). Hiew (2012) incorporated dialogue journal through Facebook to investigate English language learning issues in Malaysia on the learners' perception. Her findings showed that students' lacking of confidence had been a major factor influenced the learner and affected their learning four English language skills.

In Indonesia, the teaching and learning process along with the systems of language evaluation and assessment was regulated in accordance with the principle of communicative competence (Basic Frame of Curriculum and Standard Content No. 64/2013). As such, students are not taught on single aspect of language such as conducting teaching solely focusing on one part of the language skill (teaching speaking or writing). The teaching process on current *K-13* Curriculum is based on integrated model which allows students to learn the aspect of language on experiential and interactive model. For example, the teaching of grammar is introduced with reading and students practice such knowledge content with tasks. It is worth noting that with the emergence of a new curriculum (*K-13 Kurikulum*), the teaching and

learning processes of English at schools in Indonesia have been designed on communicative language teaching. This is done in order build students the communicative competence, key language ability to practice English in various settings (Ministry of Education and Culture Affairs, 2013). This goal of teaching English is resulted from today's' demand of globalization which requires speakers to effectively communicate in the target language.

Thus, the present study strongly commits to investigate the teachers' teaching strategies regulated on the above issues based on students' perception who have undergone the teaching and learning processes at schools in Simeulue Island. A number of studies (e.g.: Kamnoetsin, 2014; Omar et al., 2012; Promnitz-Hayashi, 2011; Wu & Hsu, 2011; Yunus & Salehi, 2012) reveals that integrating FB in classroom allows a positive learning environment and it encourages students to get conductively involved in learning and teaching process especially in expressing their thoughts via FB dialogue Journal (Hiew, 2012).

Research Questions

1. What are teachers' teaching strategies experienced by the alumni of Senior High School of Simeulue?
2. What are the suggestions of the alumni of Senior High School of Simeulue to improve English teaching and learning in terms of teachers' teaching strategies?

LITERATURE REVIEW

The Role of English and the Methodologies in English Language Teaching

As English is widely used worldwide in various disciplines (Robson, 2013), the teaching and learning of the language in Indonesia plays significant role. Most of the schools in Indonesia have adopted English as main course in every level of education (Gunarwan, 1998; Lauder, 2008). The need of improving current curriculum has given its due, the revision of English teaching methodology and its evaluation received significant changes as speaking English holds an important role of social status (Lauder, 2008; Mappiase & Johari, 2014). However, the role of English still remains avoidable subject in Elementary Schools (Gattegno, 1972; Richards & Rogers, 2001). Although today's' English teaching and learning have been crafted on the ideas of communicative competence, the dependent on using *Bahasa*

(Indonesian Language) in any levels of learning is seen to be a major problem for giving a huge space of the speaking of English. Besides, most students were hesitated to make mistake during the performance of English (Padmadewi, 1998; Tutyandary, 2005).

Enabling teacher to work more proficiently in teaching and learning English is the main goals of methodology used in English language teaching (Tamura, 2006) as most current teaching methodology has been used to improve students' communicative competence instead of reading comprehension (Richards & Rogers, 1986). In the teaching and learning English as foreign language, a number of teaching methods (e.g.: The Grammar Translation Method, The Phonetic Method, The Audio lingual Method) have recognized, practiced, modified and improved toward the type best fitted to students' need (Ommagio, 1986; Sallaja & Kumar, 2015). The approach to teach English in classroom also receives its significant change, for example, the use of Situational Approach and Communicative Approach in teaching English (Sallaja & Kumar, 2015).

The Teaching Strategies of the Four Language skills and the Demand of CLT

Teaching strategy can be defined as a set of procedures of teachers' educational practices consisting of methods, techniques and approaches facilitate their students' interest in the learning of four English language skills (Amjah, 2013). In doing so, it has been described, in methodology of English language teaching, strategy that pertains to specific area of knowledge such as the strategy in teaching listening. The teaching of this language skill, teacher can attempt several strategy used in their classroom such the use of the Top-Down Process in teaching listening. Also teachers are also offered to do the other related strategies such as listening for the main ideas, details, specific information, inferences, and listening for cause of effect. Teacher may also employ the working out spelling strategy in which half of sentence is read for students and students can be asked to answer the multiple choice questions (Field, 1998; Lee, Choi & Hong, 2002).

Furthermore, there are various strategies known in teaching speaking to students in classroom. This can be undergone by using the strategy of cooperative activities, role-plays, creative tasks and drilling. But, it is important to note that the teaching of speaking must resemble the real native speaker language use and an autonomous language production (Nation & Newton, 2009; Solcova, 2011; Thornbury, 2005).

In the teaching of writing, teachers may equip several strategies as their teaching repertoire such as the use of fluency first approach (Kasper & Petrello, 1998) and task oriented questions "*Could you give more information?, Could you start your writing in a way that relates to your main purpose of the paper*?" (Hyland, 2000). Teacher may also use the graphic organizers, cooperative learning, reads aloud and group discussion (Watts-Taffe & Truscott, 2000). The strategy of teaching reading can be conducted by for example the application of predicting, text mapping and summarizing, and exercising students' background knowledge. Guided reading can also be used with the integration of fiction, non-fiction, prose and poetry learning sources (Palinscar & Brown, 1984; Pang et al., 2003).

However, current trend in English teaching is designed on the ideas communicative competence. The teaching and learning process therefore follows the communicative language teaching (CLT). The need to communicate in various setting is very necessary in part of gaining the communicative competence. Students are no longer taught with a single aspect of language (e.g.: grammar or pronunciation) rather the study of English foreign language which takes into account a meaningful aspect of language. An integrated teaching is used as it allows students to understand the practicality of language use such as the teaching of grammar through reading. The introduction of task during the learning are also thought is of inseparable as students could learn the language in its real like setting. There have been a lot number of language learning tasks that can be used in teaching English from using Role-play, Think Pair Share and Jigsaw to applying the Information Gaps and Meaning Negotiation. The shifts of the teaching paradigm were triggered as the previous teaching strategies did not satisfy students' language performance in English (Larsen-Freeman, 2000; Ommagio, 1986; Richards, 2006).

Effective Teacher in Teaching and Learning English in EFL Classroom

As teacher quality is a crucial factor in promoting effective learning, it would be truly beneficial if teachers could know what students perceive as the characteristics of effective teachers. Moreover, knowing the students' needs and perceptions about an effective teacher might help create an emotionally positive and academically productive atmosphere in the classroom. These perceptions will help the teachers to understand what the students expect from them their learning (Hiew,

2012). Studies show that teachers' acting as a facilitator influence students' learning in many extents. Answering what quality should teachers have is hardly a new issue. A short glimpse into language teaching studies shows that effective teacher is the result of all undertaking efforts in classroom that must be predicated by teachers. These are planning, teacher-pupil interaction, lesson structure, core teaching skills, and the power of the individual teacher to teach (Campbell et al., 2004). Thompson, Greer and Greer (2004) list several attribute as to be called the effective teacher. These are displaying fairness, having a positive outlook, being prepared, using a personal touch, possessing a sense of humor, possessing creativity, admitting mistakes, being forgiving, respecting students, maintaining high expectations, showing compassion, and developing a sense of belonging for students.

Information Communication Technologies (ICTs) and Facebook

Nowadays there have been many kinds of technology incorporated in classroom. Web 2.0 was developed as an intension of its 1.0 previous design that only able to generally incorporates authentic material, text, picture, audio, and video, Web Pages, discussion and email. This new web is able to deal with the live contents features such as Flickr, Podcast, Videocast, blogs and other social networkings (Shih, 2011). Social network enable its user to interact with group member which support for interaction, social connection, collaboration and imparting information. Known as ICTs Twitter, Thumblr, MySpace, Friendsters and Facebook are widely used by today's generation. Facebook however is the most influential networking site in the world (Bartlett-Brag, 2006; Gumport & Chun, 1999, Yunus & Salehi, 2012). The significantly used number of Facebook has even gotten into the educational sector such as foreign language study and Facebook has also been used to achieve more concrete academic goals in a variety of disciplines (Promnitz-Hayashi, 2011; Yu, 2014; Bani-Hani, Al-Sobh & Abu-Melhim, 2014).

Studies of Students' perception on via Facebook

Defining perception, Brown (2006) and Crookes and Schmidt (1991) state that the term is used to describe certain event in which it has been particularly undergone by either teacher or students in classroom. Students' perception are associated with their belief about the process of receiving knowledge among others in terms of their teachers'

teaching strategy, classroom management and the technique of teaching language that their teacher used on their daily basis. Learner' voices should not be avoided as to some extent teachers may not be aware of their students' motivation. Using Facebook in English language learning environment has been conducted by several scholars for different purposes. Using Facebook in English language learning environment has been conducted by several scholars for different purposes. The application FB especially in investigating students' view on their teachers' strategies in teaching English has been successfully previously conducted. FB has been proven to be effective social networking sites that accommodate students' participation and feedback in group discussion and it also helps students their centered-learning. The use of FB in English language classroom gives a profound effect on students through feedback and instructional activities (Hiew, 2012; Kabilan et al., 2010; Omar et al., 2012; Promnitz-Hayashi, 2011; Wu & Hsu, 2011).

RESEARCH METHODOLOGY

Getting a close inside to the study of teachers teaching strategies, it is necessary to go through to certain aspects underlying the design of research of this study. The alumni of Senior High School Students of Simeulue have undergone certain significant process of learning foreign language in the school. Teacher teaching strategies have inevitably posed to them during the process of teaching and learning English in their classroom. As a result, the high school graduate students who are currently studying at the university in Banda Aceh experienced their teachers' teaching strategies throughout their mandatory pursuit of high school education in which one of the taught-compulsory subjects was English language. It can be surmised that obtaining the Senior High School alumni on their teachers' teaching strategies in teaching English are a kind of socially integrated process in classroom requires a specific type of research design namely qualitative research. This event shares the characteristics of qualitative research which is according to Stake (2000), is "we mean that it relies primarily on human perception and understanding" (p. 11).

Research Participant

Deciding an appropriate number of participants is very pivotal in any study of qualitative research especially one that uses purposive

sampling method to generate certain number of participants (Cohen, Manion & Morrison, 2007). According to Berg (2001, p. 32), the purposive sampling is the process of colleting the sample of population by using researcher's special knowledge (judgment) or expertise about some group to select subject that represent this population. Besides, it is also done after performing field investigations on some group in order to ensure that certain types of individuals or persons displaying certain attributes are included in the study.

Therefore, I purposefully chose 19 students to invite into one group of student-teachers of FB. The reasons to include these 19 graduates as my research participants are due to several factors. Firstly, I believe that it is possible that graduates from Simeulue Island had been long exposure to mandatory foreign language instructions in secondary and high schools prior to their study in the university. Therefore, the former Senior High School students would have had enough experience to view on the process of their English teaching and learning at school. Secondly, Manageability and feasibility factors would also be considered in determining the context and participants of this study. Minimizing constraints such as time, budget and access (Johnson & Christensen, 2008), is another reason to choose the students in this particular context as the participants. My position as a part-time teaching staff member at the UIN Ar-Raniry for almost three years would assist me to gain access necessary for conducting this research. In addition, the participants have lived in Banda Aceh completing their undergraduates study in various majors. Some of those are also my classroom students in the UIN Ar-Raniry Banda Aceh. Hence, choosing a number of 19 alumni and treating their name in Pseudonyms have allowed me to focus on their experiences of their teachers' teaching strategies thoroughly and effectively.

Research Instrument

The definition has it that a research instrument has been classified as tool used by researcher to obtain certain information from their object of analysis. In qualitative research, research instruments may take several forms or types ranging from interview, observation, test and so forth (Cohen et al., 2007). Obtaining the Alumni of Senior High School of Simeulue, FB Chat was used a means to get an access to students' individual views upon their teacher teaching strategies. Wood (2006) states that talking or having conversations with people do not always take on face to face form but it can be undergone through online chatting

it allows researcher of qualitative research design about thoughts or feeling through formal interviews and casual conversation. Using FB chat makes the conversation with participants more comfortable and more convenient, especially to shy students, in expressing the experience and thought on particular issues (Kamnoetsin, 2014).

Technique of Data Collection

Using the FB chat feature, four main steps have been constructed as a way to investigate students' view on teachers' teaching strategies. From confirming students' FB account to the posting questions step, the alumni was assured of that fulfilling the following steps are of paramount importance. The graduate Senior High School students of Simeulue were at first asked to confirm that they have the FB account. The FB group was created and named for Researching English Teaching in Simeulue *(Penelitian Bahasa Inggris di Simeulue).* A number of 19 participants were told to join this group. Confirming that the all nineteen graduates have already joined the group, researchers then typed the questions on the group wall. The graduates were asked to pay attention to and understand the question before they were going to write a response.

Technique of Data Analysis

Investigation on students' perception of teachers' teaching strategies, the thematic analysis was used. Boyatzis (1998) as cited in Braun and Clarke (2006) defines thematic analysis is an attempt to identify, analyze, and report the pattern (theme) within the data findings and interpret the data based on the topic of a research.

To analyze the emerging issues of students' perception on teacher teaching strategies, the Miles and Huberman's (1994) thematic analysis model was used. The consideration of using thematic analysis in this study is based on the fact that the thematic analysis allows research of using interpretation as well as it caters for systematic element to the analysis of data (Mohammadi-Ibrahim, 2012). Besides, it gives an opportunity to comprehend the problem in-depth way.

RESULTS AND DISCUSSION

RQ1 Findings on Teachers Teaching Strategies

The following table summarizes Simeulue Senior High School Alumni's overview on the teachers' English teaching strategies. There

are several kinds of strategies which are committed by senior high teachers, as perceived by nineteen respondents in this study.

Table 1. Teachers' Strategies in Teaching English

Emerging Themes
Memorization of Sentences and Words
Using English Textbook
Ineffective Language Instruction
Learning Sentence Structure and Reading Aloud Technique
Working Language Task in Pairs and Group Work
Sentence Translation and Describing Pictures
Information Gap and Learning Structure through Reading Passage and Performing

The memorization of sentences and words have indicated the most commonly used strategies by teachers in teaching English. Teachers' solely dependent on using English textbook in teaching English were also viewed by most respondents. Although there are also strategies such as the use of information gaps, role-play and jigsaw, the use of Bahasa as teachers' language instruction in classroom have widely mentioned by respondents. Other strategies in teaching English are learning structure through reading passage and performing short speech, sentence translation, and describing pictures.

RQ2 Findings on the Alumni's' Suggestions For Teaching Strategies

Having undergone the teaching and learning of English at senior high schools, the respondents strongly felt the importance of giving improvement to teaching English and learning, which are different from which they have gone through.

Table 2. *Alumni's Suggestions for Teaching and Learning English*

Emerging Themes	Example of Suggestions
Less Stressful Strategies	"As far as I am concerned, I and my
Speaking in Good English and Studying	friends used to repeat what our teacher say in learning speaking. I
Less Focusing on Textbook and No Memorization	was told to memorize the sentence before I took a chance to practice it

Using ICTs such as Internet and YouTube, and Knowing how to Interact with Students	in pairs in front of class. My teacher spoke both in Bahasa and English while she was teaching. English textbook was mainly used in classroom".
Providing training and Giving Scholarships	
Regular Surveillance and Reducing Classroom Capacity	"My suggestion is that other English teachers should follow

As shown in Table 2 above, several suggestions have been augmented and they were thought by Simeulue respondents to be very important issue in their learning English in Senior High Schools, for example, **Less Stressful Strategies (studying outside classroom and less focusing on textbook) and Speaking in Good English**. The respondents argue that in order to be able to stay comfortably in learning in English in their classroom, their teachers should find out strategies in teaching English which less emphasizing on memorizing. Instead of paying attention to textbook all the time, it would have been better if the current technology in English teaching had been employed. The Alumni also recommended that the teacher make use the outside of classroom surrounding instead of learning English in classroom. They stated that learning English outside could reduce their tension and avoid the boredom of learning. Although textbook provide a source of learning four language skills, the intensive use of it should be reduced as it will lead to monotonous learning.

No memorization but Using ICTs such as Internet and YouTube is highly recommended. Inferring from previous section, memorization have been mainly used by English teachers in Senior High Schools in Simeulue Island. For better language pedagogical conduct, Simeulue respondents proposed that teachers should avoid the intensely used of memorization technique. Amending the practice of teachers' strategies in teaching English, current trend in English language teaching and learning English should be taken account. The use of ICTs (Information Communication Technologies) was considered important.

Knowing How to Interact with Students and Providing Training as well as Scholarships. Respondents believed that their shallow understanding of English has been attributable to constantly use of English course book. They also viewed that providing training and giving scholarship were also thought to be an agent of change which will give positive feedback to their teachers' teaching strategies in their

classroom. In this case, they hinted that the Authority in language education should bear in mind in giving proper training and giving scholarship, extending teaching and learning English strategies at higher level.

Using CLT (Communicative Language Teaching) and Reducing Classroom Capacity. Keeping abreast of time, the use of CLT is very demanding where students could learn the language through experiencing. It was proposed by Devi, a 21 year old English student, who noted that **"**My suggestion is that other English teachers should follow communicative teaching as I had learned from him". The management of language classroom should also be taken into account as crowded students occupied in a classroom might interfere teachers' teaching strategies in teaching English. Experiencing from the English course, the number of students should be diminished.

Discussion
Teachers' Teaching Strategies as Perceived by 19 Respondents
Constructing evidences from a group of participants, the alumni of Senior High School students of Simeulue Island, leads to arguable teaching strategies which have been performed by English teachers. As it was shown in preceded section, teachers' relying on using English textbook has been thought the alumni to be one of frequently committed English strategy in classroom language teaching (see Table 1. Writing down sentences from textbooks was another teaching learning story as described respondents. Furthermore, memorizing technique has been also explored to be of the most commonly used English teaching strategies conducted by English teachers of Simeulue Island. The previous Senior High School respondent described that they had to memorize certain words, phrases, and sentences prior to making practice of the entities in pair and group. Repeating sentences and words and sentence translation were also perceived to be one of teachers' strategies in teaching English. This has been discovered by nearly from all respondents although they were from the same and different school. It can be inferred that these typical teaching strategies have been generally practiced by Indonesian's English teachers whereby most students including those who have been involved in this study received a very little opportunity to learn English for communicative purposes. It can be said that promoting students' centeredness of learning has been poor as most of respondents viewed that their teachers have greatly relied on textbook and memorization technique. Kirkpatrick (2007) and

Bradford (2007) argue that teachers' inadequate teaching ability and students' motivation have been noticed to be a leading failure in the realization of students' performance in English learning in Indonesia. Teachers have strong responsibility to build his main relationship that happens in the students- teacher interaction in classroom. The teachers are responsible for particular jobs in classroom such as advisor, answering questions, note-maker of learners' error and effective communicator (Fosch, 2017; Memari, 2013). It is important to consider applying CLT in language classroom as this has been an emphasis in K-13 Curriculum. The role is that teacher performs appropriate questions, encouraging the learners to answer actively and thus facilitating students 'participation in classroom activities.

The Recommendations for Teachers' English Teaching Strategies

Going through long exposure of teaching and language learning in senior high, the involved respondents argue that it is crucial that the improvement of teachers' teaching strategies should be given its right portion of care either by related authority of education or English teachers. Dialoguing suggestions for better teachers' teaching strategies, the amount of the idea which has been received was mostly indicated to improve teachers' individual teaching pedagogy; in this sense such a wide concept has been reduced to teachers' teaching strategies in teaching English in their classroom. Most respondents believed that they had been faced with a monotonous teaching strategy causing them to deal with the dullness of learning English. For example, giving teaching with the high intensity of memorization has caused respondents to crave for better strategies. Less stressful teaching strategies should be avoided halting to use memorization. Although it is acknowledged that textbook provides the opportunity for students to learn language, frequently taught English through has been assumed to be a slow of process of learning English by students. In this exclusively found case, the Simeulue respondents advocate for another teaching strategies. Of particular importance, teachers should have skill to bring in the ICTs such Facebook, Thumblr and Twitter in their classroom which can temporality classroom based language teaching. The incorporation of ICTs has been regarded to be important language teaching strategies in improving students' learning. As most of the learning tenet that an ICT has been offered was learning by interaction as it has resulted from using Facebook in teaching language skills (Kamnoetsin, 2014).

CONCLUSION AND SUGGESTION

Close examination through FB group in which what are teachers' strategies in teaching English reveal that there were several strategies used by English teachers in Teaching English at Senior High Schools in Simeulue Island. The respondents' perceived strategies were the frequently use of textbook, memorization, and repeating after teachers and sentence translation, which have been mainly practiced.

Further investigation shows that the majority of respondents have unconstructively conceptualized their teachers' strategies in teaching English. As such, they suggest that their teachers should be more creative in infiltrating and finding effective teaching strategies from using media, ICTs based language teaching, learning outside classroom to providing a regular surveillance and teaching training. Besides, as suggested by 19 respondents, a heightened understanding of up to date teaching strategies is crucial to future language teaching and learning processes— in order to help shape teaching values in ways that develop and lead to better teaching and learning English in classroom to all students in Simeulue Island. Hence, Teachers should have a sense of priority to organize and asses their students' needs in classroom. Considering students learning styles is an asset in English teaching and learning whereby teachers would be able to address a proper strategy which does not conflict to their preferred-teaching strategies. At the same time, it also allows teachers a solid teaching map in giving the tasks of language teaching to their learners.

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