

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

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### **ABSTRACT**

A study on Analysis of English Language Teaching Strategies is a type of quantitative and qualitative research. This research took place at SMA 1 Pengasih, Kulonprogo. Specifically, this research was conducted in the tenth grade of the English Class of SMA 1 Pengasih, Kulonprogo. This study attempted to analyze the ELT strategies based a documented classroom activity. Qualitative research focused on phenomena that occurred in natural settings and the data were analyzed without the use of statistics. Meanwhile, quantitative data, which is considered to be closed-ended questions, was typically gathered through attitude, behavioral, and performance instruments, as well as checklists in an attempt to answer narrow questions and explain the relationships between variables. The following assumptions guided this study were a) there were ELT strategies utilized by Indonesian teachers as shown in the recorded video clip, b) interactive ELT learning activities could be developed in ELT classroom, c) interactive learning activities could be developed consistently with the criteria used in the study.

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**Keywords:** Strategies, English Language, Teaching and Learning Activities.

### **INTRODUCTION**

English language teaching (ELT) in Indonesia is based on the curriculum designed by the government Ministry of Education. Teaching English language 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. 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<sup>5</sup>. 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<sup>6</sup>. 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

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objective is that students can apply their lifelong learning. The researcher is interested to analyze the teaching strategies in English language of the tenth grade students for reference and future strategies and preparation in teaching.

This study is anchored on the theory of English Language Teaching (ELT) by Heaton. Teaching Strategies by Robin supported by O'Malley and Sulhairi Interactive English Language Teaching Strategies. Shown in figure 1 is the paradigm of the study. English Language Teaching Theory by Heaton states that the primary aim is 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<sup>7</sup>. Fluency in the target language involves a person's ability to express facts, ideas, feelings and attitudes clearly as well as with ease in speaking or in writing and the ability to understand what one hears or reads. Moreover, teaching is a complex activity which involves actions in the classroom in front of the students. The Teaching Strategies Theory according to Robin defined learning strategies as 'the techniques or devices that a teacher may use to acquire knowledge. At this dimension, the teachers implement teaching learning strategies and methods that should be in accordance with the teaching approaches in 2013 Curriculum, that is the scientific approach<sup>8</sup>. Related to the method chosen and used in the teaching and learning process, when planning a learning activity, a teacher must understand the characteristics of students first as well as focus on the competencies to be mastered by the students. Therefore, teachers are required to have knowledge of methods in order to choose the appropriate method.

O'Malley Learning Theory identified learning strategies as the operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information. O'Malley and his colleagues also developed a taxonomy of their own identifying 26 strategies which they divided into three categories: metacognitive (knowing about learning), cognitive (specific to distinct

learning activities) and social. The metacognitive and cognitive categories correspond approximately with Rubin's indirect and direct strategies. However, the addition of the social mediation category was an important step in the direction of acknowledging the importance of interactional strategies in language learning. With the above cited theories, the researcher was able to develop his own theory entitled "Interactive English Language Teaching Strategy". The students differ in personal attributes, mental ability and potential for growth and self-development. Similarly, teachers differ in experiences and insights gained from innumerable classroom encounters amidst a wide range of learning situations. Cognizant of a possible continuum of significant interactions that could influence every teaching-learning episode, this theory was initiated to serve as a suggestive guide in determining appropriate and suitable plan of action that is directed towards learning objectives. It is intended to assist in "strategizing" the flawless implementation of a variety of learning tasks together with the unfailing execution of manifold classroom activities. The crucial decision on which and how to employ each rests upon the teacher who is familiar with his/her students' characteristics and the conducive learning environment, mindful of her own personal and technical competence.

The researcher believes that teaching learning strategy will make the teacher more creative and innovative to make teaching learning fun and easy in the classroom. Facilitating the classroom activities with appropriate teaching strategies will motivate both the teacher and the students to attain the desired goals and objectives set in the lesson.

This study is an attempt to analyze the ELT strategies based on a well documented classroom activity. Specifically, it seeks to answer the following question: 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, d. low-stress environment for language

performance. 3) What Interactive Learning Activities can be developed? The study focused on analyzing the ELT teaching strategies utilized by the Indonesian teacher as interpreted by the ESL Teachers of the junior high school of the University of Saint Anthony Philippines S/Y 2019-2020 based on the video clip recorded by the researcher.

### LITERATURE RIVIEW

This part presents the related literature and studies about English language teaching and teaching strategies that guided the researcher in the presentation of ideas and making decision involved in the process of the study. Various authorities tried to come up with wide array and diversified ideas and insights and the relevant information were significantly taken from books, journals and other related research works from various libraries and internet browser to provide clear visualization and powerful background of this research. This also includes the synthesis of the art and research gap of the study.

### METHODS

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. Qualitative research focuses on phenomena that occur in natural settings and the data are analyzed without the use of statistics. 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.

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.

## RESULTS AND DISCUSSION

### 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.

### Visual Learning Strategy

As the teacher used film as a media in teaching and learning the lesson in the classroom activities. The students find the understanding of the lesson easier to analyze the event in the story, than reading the book. In using a movie analysis in the classroom 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. 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"

### Participative Interactive Strategy

Storytelling as an oral activity where language and gestures are used in a colorful way to create scenes in a sequence<sup>2</sup>. 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<sup>3</sup>. 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 in front 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.

### 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.

**Table 1** ELT Strategies along Physical Involvement with Language

	Yes	%	No	%
The student appears to <i>speak</i> English better	0	0	8	100
The student appears to <i>understand</i> 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

### Use of Multiple Media

There were eight English teacher in junior high school of USANT who analyzed the documented classroom activity and the teaching strategies employed by the Indonesian teacher with the use of multiple media as shown on table 2, the teacher use sufficient instructional materials for English Language such as Tape recorder, OHP,

### 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:

### Physical Involvement with Language

There were eight English teacher in junior high school of USANT who analyze the documented classroom activity and the teaching strategies employed by the Indonesian teacher on physical involvement with language. The eight or 100% of the English teacher observe that the students does not appears to speak English better, seven or 90% of students appears to understand English better and one or 30% seems not to understand, five or 60% of the students speaks in single word, phrases and complete sentence, but four or 60% of the students speaks in single word, phrases and complete sentence and eight or 100% of the student need instructions or directions to be repeated or clarified regularly. Using Physical involvement with language the learners can experience many kinds of real situations in which they will use the language and words; and as they develop a sense of mastery in them, they should be able to apply the language more easily to new situations.

Charts, Pictures, Video/film, PowerPoint Presentation which makes students pay more attention to the material when the English teacher used movie or film. Eight or 100% of the teacher English observe that using the movie or film will helped learners to understand a particular discourse and improve their listening comprehension and two or 40% of teachers responded that the

Indonesian teacher uses PowerPoint presentation and eight or 100% teachers evaluators observe that the students finds

inspiration from cartoons, television, movies, music , video games, books, etc.

**Table 2 ELT Strategies along Use of Multiple Media**

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

### Physical Expression

In physical expression seven or 90% of teachers observe that students appears reluctant or hesitant to use English as a mode of communication, and only one or 30% of

teachers responded that students appears not reluctant to use English as a mode of communication and the eight or 100% of teacher evaluator observes that the students appears to use English most of the time.

**Table 3 ELT Strategies along 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

### Interaction with Peers

There were eight English teacher in junior high school of USANT who analyze the documented classroom activity and the teaching strategies employed by the Indonesian teacher on interaction with peers, the eight or 100% English teacher observe that the students do not speaks English most of the time, eight or 100% with peers students are motivated to work with peers by the teachers,

eight or 100% of students share ideas and six or 80% of students create tasks for each member and willing to learn from their peers and teach each other but two or 40% of students do not create tasks for each member and is not willing to learn from their peers and teach each other. Teaching using interaction with peers gives students importance within in the lesson- keeping them in charge if they have something they must complete.

**Table 4 ELT Strategies along Interaction with Peers**

	Yes	%	No	%
with <i>peers</i> , 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

### Low-stress Environment for Language Performance

There were eight English teacher in junior high school of USANT who analyze the

documented classroom activity and the teaching strategies employed by the Indonesian teacher on A low stress environment, the eight English teacher

observe that three or 50% of students have the ability to communicate basic needs and wants, and carry on basic interpersonal conversations with peers and teachers, but five or 70% of students do not s students have the ability to communicate basic needs and wants, and carry on basic interpersonal conversations with peers and teachers, two or 40% of students are learning by observing and

analyzing other students movement, but six or 80% of students are learning by observing and analyzing other students movement and seven or 90% of teacher is free to circulate through the class, one or 30% of the teacher do not free to circulate through the class. Teaching using A low stress environment will make students enjoy and learning fun.

**Table 5 ELT Strategies along Low-stress Environment for Language Performance**

	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

### 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.

### CONCLUSION

Based on the findings of the study, the following conclusions were drawn: (1) Strategies were used by the teacher in teaching English. These are: Visual Learning Strategy, Participative Interactive Strategy and Collaborative Learning Strategy. (2) 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. (3) The Interactive Learning activities was developed for teaching English.

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