

EXPLORING THE IMPLEMENTATION OF ENGLISH TEACHER'S TEACHING STRATEGIES

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Enung Nuraidah

Language Education Department, Faculty of Humanities, Jenderal Soedirman University,
Purwokerto, Indonesia

enungnuraidah24@gmail.com

Agus Sapto Nugroho

Language Education Department, Faculty of Humanities, Jenderal Soedirman University,
Purwokerto, Indonesia

agus.nugroho1808@unsoed.ac.id

Novita Pri Andini

Language Education Department, Faculty of Humanities, Jenderal Soedirman University,
Purwokerto, Indonesia

novita.andini@unsoed.ac.id

Abstract

This research-based article is anchored on the investigation of the implementation of English teacher's teaching strategies. It was aimed to find out what teaching strategies that the teacher used and how they were implemented in the classroom. This qualitative study used a descriptive approach. The participant and the subject was an English teacher teaching grade 8 in senior high school in Purwokerto. The data were collected through observation, interview, and documentation. They were analyzed using a triangulation method. The results show that the English teacher used such strategies as indirect instruction, interactive study, and direct instruction in their teaching learning process. The implementation of direct instruction was rarely used. On the reverse, the realization of indirect instruction was quite frequently used in the form of problem-solving. Meanwhile, the actualization of interactive instruction strategy covered brainstorming, group work, and role-play. The conclusive finding suggests that the implementation of those teaching strategies create enjoyable and effective learning atmosphere and therefore facilitate to achieve favorable learning objectives.

Keywords: implementation, teaching strategy, teaching methods, learning objectives

Introduction

English has been implemented as one of mandatory subjects at schools. Students need to learn English because the language has become a prominent international language and plays more crucial roles in many different sectors of life both nationally and internationally. By and large, students can learn English in the class at their school with the facilitation of English teachers. However, unfortunately, not all students join the English class enthusiastically and actively. Most of Indonesian Students especially at junior high schools find it difficult learning English. However, such circumstance happens in many schools and is experienced by many students. In terms of teaching, this is the teachers' part to consider earnestly. They need to reflect on how to teach English in the classroom in a more effective manner.

Teaching English is not an easy feat. With a variety of different skill levels in every classroom, the teacher has to utilize effective strategies that allow learners to learn the materials. Teaching strategies are needed to trigger the learners' real interest in their English classes. According to Sakachewan (1991), teaching strategy, which covers teaching methods and other teaching variables to achieve decided learning objectives, determines the approach a teacher may take to achieve learning objectives. Based on the idea above, teaching strategies play an important role to succeed the learning process; the writer conducted a study at school regarding the implementation of English teacher's teaching strategies at one of the lower secondary schools in Purwokerto, Central Java.

Based on the aforementioned background, two research questions were formulated: 1) what teaching strategies are used by the English teacher in the teaching learning process in the junior high school context in Purwokerto? 2) How are the teaching strategies implemented in the teaching and learning processes in that particular school?

Theoretical Framework

Teaching strategy

As generally understood in educational field, strategy is the way used to gain success to achieve the learning objectives. Such conception is postulated by Eggen (2012) who states that strategy for teacher is a general approach for any learning field and is used to fulfill any learning purposes. Accordingly, strategies determine the approach a teacher may take to achieve the learning objectives (Saskatchewan, 1991). Hence, teaching strategy is a sort of plan or series of ways to achieve learning objective that a teacher uses in teaching by considering an appropriate approach.

Some terms which have similarity and interrelated with teaching strategy include approach, method, and technique. Approach is described as a general framework of scenarios used by the teachers to teach students in order to achieve learning objectives (Majid, 2017). Approach can also be defined as "a set of systematic insights used as a basis for thinking in determining strategies, methods, and techniques (procedures) in achieving certain targets or results in accordance with set goals" (Anitah *et al.*, 2007: 2). Teaching strategies consist of methods and techniques that will guarantee that students will truly achieve learning objectives. So, it is clear that approach is broader than strategies, and strategies are broader than teaching methods and teaching techniques. Saskatchewan (1991) mentions that methods are used by teachers to create learning environments and specify the nature of activity in which the teachers and learners involve during the lesson. According to Richards and Rodgers (1986), a technique is implementation which actually takes place in a classroom. It is like a particular trick, stratagem, and contrivance used to accomplish an immediate objective. Thus, the implementation of method is procedural, while technique is more applicative or what actually happens (done by the teacher) to reach the learning objective as well as techniques must be consistent with method, strategy, and approach. Conclusively, teaching strategy is the teacher's effort or way in the form of concrete utilization in order to make students participate the class actively in learning.

Teaching strategy will be good if it is in accordance with students' cognitive, affective, and psychomotor abilities. Dick and Carey (1990) state that the basic components of an instructional strategy are the same regardless of whether you are designing instruction for an intellectual skill, verbal information, a motor skill, or an attitude. Instructional domains

as the students' cognitive, affective, and psychomotor skills will be one of teacher's parts so those will be developed through implemented instructional strategy. Besides, English teaching strategy also should be in accordance with the teaching materials, students' ability, and classroom condition. However, it is important to bear in mind that the success of teaching will rest on teacher's expertise in structuring and developing the students' potential.

Kinds of teaching strategy

Saskatchewan (1991: 13) states that there are five kinds of teaching strategy. These five teaching strategies consist of direct instruction, indirect instruction, interactive instruction, experiential learning and independent study.

The first is direct instruction strategy, also known as active teaching, explicit instruction, or whole class teaching. It refers to a teaching style in which the teacher is actively engaged in bringing the content of the lesson to pupils by teaching the whole class directly (Muijs & Reynolds, 2018: 36). It covers such teaching guidelines as directing, instructing, demonstrating, explaining and illustrating, questioning and discussing, consolidating, evaluating pupils' understanding and summarizing.

Despite the fact that direct strategy is one of the most effective teaching strategies to teach rules, procedures, and basic skills, especially to younger pupils, it has the weaknesses in which it limits developing pupils' thinking skills and is less effective when the goals of the lesson are complex (Muijs & Reynolds, 2018: 51). Therefore, the educators need to recognize the limitation of this strategy for developing the abilities, process, and attitudes required for critical thinking, and for interpersonal or group learning (Saskatchewan, 1991). Undoubtedly, in this strategy, the teacher serves as a director so they dominate the teaching process and therefore belong to a teacher-centered learning.

The next is indirect instruction strategy. In contrast with direct instruction, indirect instruction is the strategy that emphasizes students' involvement more actively in teaching process. Here, the teacher functions as a facilitator. The teacher's part is to design the instruction in such a way that students will take a big part in the class. This characterizes the strategy as students-centered learning. Teacher focuses on the effectiveness of the process. The method included in this strategy is problem-solving. According to Apen (2016:182), problem solving method can be implemented in teaching grammar. Though it is more time consuming, this strategy helps increase students' curiosity, encourage them to generate alternatives or solve problems, foster students' creativity and develop interpersonal skills and abilities. The third is Interactive instruction, which relies heavily on discussion and idea-sharing among participants. Some possible methods belonging to this strategy are role playing, brainstorming, cooperative teaching, discussion, and group work, etc. (Eggen, 2012). This part only spells out about group work, role play, and brainstorming.

First is Group work strategy which refers to a set of instructional strategy emphasizing students' interaction (Eggen, 2012). This method helps improve students' interaction skills. Some other teaching methods included in the group work strategy are think-pair-share, pair check, and combining pairs. Then, Role play defines students' interactive activity. Role play, as an active teaching strategy, can incorporate the positive elements of enjoying learning and digesting knowledge when designed accordingly and implemented successfully (Erturk, 2015). Third is Brainstorming which is the random generation of ideas

based around a topic (Khan, 2013). So, the teacher will not ask any question out of the topic. This is to stimulate and connect students' thinking into the material or lesson. The brainstorming helps students generate/create a greater number of alternative responses since the group's information and knowledge tend to be more comprehensive and reliable, and the group decision making is more democratic.

The fourth is Experiential Learning, which is naturally inductive, in which the example is illustrated first and then followed by the rule or explanation of material (Saskatchewan, 1991). This teaching strategy is also focused on process of learning and not on the product. The method belongs to this strategy are games, survey, etc. The phases implemented in this strategy are experiencing (an activity occurs), sharing, analyzing or processing, inferring, and applying (plans are made to use learning in new situation).

The fifth is Independent study, which refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement, aimed to build students responsibility through the learning activity (Saskatchewan, 1991). This involves such activities as essay, research project, reports, etc. This strategy provides a great option for some students who have big motivation for learning so they can build their responsibility in learning, but not the right option for those having low learning motivation. To be able to choose the appropriate teaching strategy, teachers are required to focus on curriculum, the prior experiences and knowledge of students, learner interests, students' learning motivation, student learning styles, and the developmental levels of the learner (Saskatchewan, 1991). This suggests that the teacher has to prepare and plan the teaching strategy on how the class will be designed before the instruction takes place.

The teacher also needs to take into account of the instruction approach (students-centered) in order to achieve the learning objective. Student-centered approach means that students are encouraged to participate to do something as a practical experience and build meaning for the experience they gain (Suprihatiningrum, 2012). In such a way, the teacher acts only as a motivator and facilitator in the class (Saskatchewan, 1991).

English Language Teaching

Harmer (2007) states that by the end of twentieth century English was already well on its way to become a genuine *lingua franca*, that is, a language used widely for communication between people who do not share the same first (or even second language). Although English in Indonesia is considered as a foreign language, all people, including students, must learn it. Owing to its strategic and dominant position as the universal language or language of the world or language of modernization, it is deemed highly important to learn English particularly for Indonesian students studying at junior high school students. Those who are able to go international are usually individuals who have international knowledge, skills, attitude, and who speak international language (Leo, 2013) such as English. This suggests that no matter how good a person's knowledge and competence in other fields is, without having good English proficiency, he cannot go international. This is the main thread why English is a mandatory subject in Junior High School. Consequently, teachers who teach English are recommended to use it as a means of classroom instruction in order to familiarize their students with communicative English.

Previous Studies

This research is inspired by the previous researchers. The first inspiration is from Kalmari which focused on motivational strategy used by English teacher. Kalmari (2017) found out that the teacher who taught by using many strategies in teaching English improved students' learning motivation. Another relevant research on teaching strategy was done by Muharafi (2017). This research focused on teaching strategies for students in mainstream and autistic classes in two junior high schools. Muharafi found out that the teacher used strategies in the autistic class and mainstream like co-teaching strategy, different instruction strategy, peer-intermediated instruction and intervention strategy. These helped improved students' learning. This research can be considered as a further study of the previous studies as it still focused on teacher's teaching strategies, yet tried to look into the phenomenon in a different type of students where the students were not autism but able or normal students and on how teaching strategies were implemented, not merely on they affect students' learning motivation.

Method

Research Design

This research applied descriptive qualitative approach. The data on teacher's English teaching strategies and how they were implemented were obtained from the primary data collected using observation, interview, and documentation. The secondary data included books, journals, articles, and other references.

Research Setting and Participant

The research was held at SMPN 5 Purwokerto, Banyumas Regency, Central Java. The classroom observation was done in grade 8H. The main participant of this research was the English teacher of the grade of that Junior High School.

Data collection techniques

The important data, the raw materials of research (Walliman, 2006), were collected using observation, interview, and documents. This research started with a classroom observation conducted during the teaching and learning process using observation sheets. The second instrument used in obtaining the data was interview. The aim was to get more detailed and deeper information from the English teacher about the teaching strategies used and their implementation. According to Walliman (2006: 91-92), there are three types of interview, structured interview, unstructured interview, and semi-structured interview. To achieve this aim, a semi-structured interview containing structured and unstructured sections with standardized and open format questions (Walliman, 2006) was opted. The interview recorded based on the consent given by the interviewee was done once right after the classroom observation. The supporting data were collected using document studies such as lesson plans and pictures of teaching and learning activities. These are very useful in cross-checking and confirming the data gained from both observation and interview.

Data Analysis

The data analysis of this research was based on the view of Bogdan in Sugiyono (2018: 334) mention that:

“Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered on them.”

This data analysis followed the stages of analysis proposed by Miles and Huberman in Walliman (2006: 132) entailing: data reduction, data display, triangulation, and drawing conclusion. In the data reduction, the researchers sharpened, classified, directed, removed unnecessary and organized data in such a way that final conclusions were taken. In this stage, the raw data obtained by classroom observation and interview were reduced to make them more leading to the important points related to the research objectives. In the data display, the activity was aimed to compile and present a set of relevant information. The data were displayed in the form of narrative text. In the triangulation stage, the data were checked, clarified, and confirmed as mentioned that “the data collection and checking must use different perspectives or methods” (Suwartono, 2014:76). It is kind of a combination checking and comparison of observational field notes and interview results. The final stage was conclusion drawing, in which some crucial points related to the research questions were concluded.

Findings and Discussion

Observation Results

It was found out that the English teacher used some strategies in her teaching of English. The English teaching and learning processes were divided into three parts: opening, while teaching, and closing. In the opening, the teacher began the lesson with the routine activity like greeting students, checking students’ attendance, and checking students’ readiness for learning. After that the teacher started with brainstorming method. In this beginning phase, the teacher asked some questions and gave some clues to connect students with the lesson to learn, build students’ curiosity, and focus students’ attention on the material. If students’ answers were wrong, the teacher would encourage them and direct their ideas to acquire the correct answer.

In this observation, the lesson was about *Present Continuous Tense* in English book of chapter 8 with subtheme *What Are You Doing?* The lesson objectives were that the students were expected to be able to make and implement a dialogue by using the present continuous tense. In the while teaching phase, the teacher explained, engaged and involved students more intensely in the material and used appropriate teaching strategies. The teacher started the lesson materials by using the guideline book. In that book, a dialogue text was selected. Teacher and students successively read the text. The teacher first read the text and then the students repeated it. Then, they translated it into Indonesian language. The teacher concluded that such a dialogue was an example of present continuous tense. Furthermore, the teacher gave another example by writing the sentences down on the white board and explained them. Teacher then divided the class into two groups. Each group consisted of two seat rows. The group tasks were listening to, repeating the pervious dialogue, and discussing the text together. At the end, one group was asked while the other one provided the answers.

Afterwards, the teacher asked the students to make groups consisting of four or three in each involving 26 students. There were about six groups. The teacher gave a question to each group. The first and second group should answer the question “what is the social function of present continuous tense?”, the third and fourth groups had a question “what is the pattern of present continuous tense?”, and the fifth group got a question of “what is the structure of present continuous tense?”, and the last group became correctors. The teacher walked around from one group to another to check out their work result and help them if they found difficulty. Then, the teacher invited one student as a representative from each

group to go forward and read their answer to the class. Spontaneously, the teacher corrected the students' answer if she found a mistake and explained the right answers to make them understand so they had convergent ideas.

After doing the first task and explaining about social function, pattern and structure of present continuous tense, the teacher instructed students to do the next task individually. They had to make five sentences by using present continuous tense based on the circumstances happening around the class. The teacher also indicated her role as a facilitator, where she sometimes helped students when they found difficulty. The teacher then invited some students to express their ideas to the class. If there was a mistake, the teacher wrote it down and explained it carefully so that all students got the teacher's point. At the very end, the teacher concluded that the task was actually a sort of knowledge exercise.

After the knowledge practice was completed, the teacher instructed her students to do skill practice. The teacher asked the students to make a dialogue based on the situation in the pictures on their own handbooks. Initially, the teacher gave an example. In the picture, there was a boy riding bicycle. Then, the teacher created a dialogue as follows:

X: "What are you doing Yogi?"

Y: "I am riding bicycle."

After that, the students made a dialogue based on the illustration on the pictures. There were about five pictures on the book. Students did the exercise in pairs. Afterwards, the teacher asked some pairs to go forward and do a role-play. All pairs practiced the dialogue they have made. The teacher and other students observed their friends' dialogue performance and corrected where necessary.

Before closing the teaching learning process, the teacher and students concluded the material. Then, the teacher did an assessment, a kind of understanding checking which the teacher called a post-test. Teacher showed some questions on the power point, and the students wrote down the answers on their answer sheets. The questions included knowledge and skill exercises. Unfortunately, the teacher did not manage the time for answering the questions in the implementation phase. When they finished answering the questions, the teacher then crosschecked students' answers. Here, the students checked their own answer sheet and the teacher mentioned the answers for knowledge questions, while the skill questions would be corrected by the teacher herself. When this was done, all students submitted their answer sheets to be assessed. The assessment would be done by the teacher after the class was closed. The final score was given by the teacher.

Interview Results

The interview conducted outside of the office room lasted for about 15 minutes. The interview was audio-recorded. Based on the interview data, it was found out that the teacher used students-centered approach. The teacher used some teaching strategies based on curriculum 2013 which included discovery method. The method started with observing, questioning, informing, communicating, and associating. The teacher repeated the communicating aspect to ensure the students' understanding on the material. This strategy encouraged students to be more active. The important thing from those teaching steps was the observing part. The students could not comprehend English class well if they did not pay their attention (observe) to the material seriously. The methods the teacher used when the researchers observed her class were discussion, role playing, brainstorming or question

and answer. However, those methods were not always implemented. It much depended on the teaching material.

The teacher said that there were some aspects to consider when choosing the teaching strategy. The aspects included teaching material, classroom condition, and students' character. In her teaching, sometimes she used a song to make her class fun such as when she was teaching about *Simple Past Tense*. The purpose of the song was to train students to memorize verbs. Amazingly, she created the song by herself. Not only using a song, the teacher also used power point slides, to show the lesson plan for their students especially the parts of learning objectives and the assessed tasks. However, this was not always done by the teacher because the projector in that class was not working properly. Sometimes, the teacher used English laboratory or moved to another classroom with better facility.

The strategies the teacher usually used were indirect teaching and interactive study. Since these strategies belong to students-centered approach, so the students were involved actively in the whole learning process. The methods the teacher employed covered problems-solving, group work, brainstorming, simulation, and role playing. Hence, the teacher rarely used direct instruction strategy like lecture method. She said that in the language class, students were demanded to try using language for communication and writing activities as prescribed in the lesson plan. The implementation of role playing method refers to practice of dialogues in which the students should play a role like asking and responding to a question. Meanwhile, group work method refers to problem-solving. Each group work consisted of four to five students. The teacher always implemented her lesson plan using interesting techniques in order to achieve the learning objectives easily.

In terms of assignment, there were two kinds of English tasks consisting of task or class assignment and home assignment. In doing the classroom tasks, the students did not use internet because by the school rule the students were not allowed to bring a mobile phone. So, when the teacher gave the task, the students tried to find the answers as much as possible from other resources like books or through discussion with their friends. It was different from the home assignment, where the students could find the answers through internet. The impact of using internet for learning has been good for students. In brief, in her teaching the teacher used teaching strategies in accordance with students-centered approach, blended with good methods and techniques that made students more actively involved during learning process.

Teaching Strategies Used by the English Teacher

As pointed out in the results section, there were two kinds of teaching strategy the teacher used in teaching English for Junior High School students, grade 8H. They were interactive instruction and indirect instruction. Interactive instruction strategy relies heavily on discussion and sharing among participants (Saskatchewan, 1991). The teacher used this strategy when teaching present continuous tense, as shown in the interview below.

- Interviewer: "What teaching strategy did you implement in your teaching process yesterday?"
- Interviewee: "I used two. They were indirect instruction and interactive instruction. The methods were brainstorming, problem solving, role playing, and group work."

However, the teacher did not always use these strategies. It often depended on the learning materials. It can be seen in the interview data below.

Interviewer: “Do you always use those strategies in your class?”

Interviewee: “No, it depends on the material.”

Beside the above teaching strategies, the teacher sometimes used direct instruction strategy, as denoted below.

Interviewer: “What about direct instruction strategy, do you not use it?”

Interviewee: “I rarely use it. Today we use curriculum 2013, where it is student-centered approach, and the teacher only serves as a facilitator. The class that you observed in the previous meeting was students-centered. That is, the students were encouraged to try and the teacher was only a facilitator.”

There are some aspects to consider when choosing the teaching strategy, which includes the aspects of material, classroom condition, and students’ ability, as indicated in the following.

Interviewer: “What aspects should we consider in choosing teaching strategy?”

Interviewee: “1. Materials, 2. Classroom condition, 3. Students’ ability. Yesterday the students in the class were almost passive. So, I implemented group work, role play, and song in my teaching to make them enjoy the learning. If the class was fun, we can implement another strategy.”

Those three aspects are important to make classroom atmosphere become more conducive for learning. Group work and role play not only create students interaction that can increase students’ speaking skill and students’ collaboration but also can make the class more live as well as create an enjoyable learning experience. Singing a song is one of teaching techniques to create interesting learning process. Weinstein in Eggen and Kauchak (2012) states that there is not an effective teaching strategy or teaching model if the classroom climate is negative, and classroom management problem are most likely to occur in a negative climate. So, we can infer that classroom climate determines learning effectiveness. Learning effectiveness influences the achievement of learning objectives. Furthermore, the teacher applied the English teaching strategy based on the curriculum in the school.

Interviewer: “In my research, there are two questions. First is “what strategy did you use in your class and how was it implemented.

Interviewee: “The strategy that I implemented yesterday was 5M based on the curriculum 2013 which begins from observing, questioning, informing, communicating, and associating, then repeat the communicating again. So, the students are encouraged to be always active in learning. Observing, if the students do not join observation activity as they will find difficult with English. The 5M is that the students are demanded to

be active in all parts because the core objective is on developing knowledge and skills. So, students should really understand about the theory and then the skills practice.”

To sum up, based on the explanation above, the teacher used the English teaching strategies of interactive instruction and indirect instruction since they are parts of students-centered approach. But she sometimes used direct instruction. However, indirect instruction was rarely used since it is teacher-centered approach. The choice of teaching strategy and its implementation rely on the curriculum, learning material, students’ ability, and classroom condition.

The Implementation of English teaching strategies

Direct instruction

This strategy was rarely used because this strategy belongs to teacher-centered learning, while the teacher more often used a strategy emphasizing on students’ involvement or student-centered approach.

Indirect instruction

Indirect instruction heavily relies on students’ involvement. It is student-centered approach. Based on the observation result above, the teacher often used this strategy. The teacher implemented this strategy through problem-solving method. In the implementation, the teacher did not allow students to use internet access to find out the ideas in solving the problem for classroom but through classroom discussion. This can be seen in the interview result below:

- Interviewer: ”In problem-solving, do you let your students use internet access to search for the reference to solve a learning problem?”
- Interviewee: “The students are not let to bring a phone to school, so they are only let to use the internet access if they do the take-home task. So, there are kinds of tasks, the classroom task and the take-home task. For the classroom task, they can find the references only from books. For the take-home task, they may use the internet access. For example, I have asked students to make a greeting card. They search the material from the internet, then on the next meeting they should bring the result to the class and we discuss or check it together. In problem-solving method, the students are also given a question, then they should collect the information by themselves based on the question, communicate with their friends, find the answer, then present the answer.”

The use of internet gives more impact for the development of students’ ability. Students are able to explore more of their own curiosity. It can be seen by the evidence that the diligent student can be the most diligent and the low ones can be more diligent. It was stated by the English teacher of this class in the interview note as follows:

- Interviewer: “What is the impact of using internet for the improvement of students’ ability? Does it influence students’ ability?”
- Interviewee: “Yes, using internet influences to the students’ ability much. They become information explorer, and the diligent students become most diligent, the low ones become more diligent. So, it gives the impact.”

Interactive instruction

When thinking about students’ interaction, we usually will imagine students learning activities in interactive and cooperative mode, group work, discussion, etc. The data showed that the teacher used interactive instruction strategy in teaching English. The observation result indicated that the teacher implemented brainstorming, group work combining pair share, and role playing methods. It was also supported by the interview data as noted below:

- Interviewer: “What teaching strategy did you implement in your teaching process yesterday?”
- Interviewee: “They are interactive instruction and indirect teaching. The methods are brainstorming, problem solving, group working and role playing.”

The observation result suggests that the implementation was interesting and quite effective. The teacher encouraged and involved students to be more active in their group. Sometimes she checked their progress from group to group. The group work is most likely in the form of problem-solving. Then, the role play was conducted in the form of a simple conversation or simple dialogue in front of the class. The students seemed to be enjoyed in learning by these methods and techniques because they were actively involved during learning process and they did not only stay on their chairs but they moved around. Below are the interview results which support this fact:

- Interviewer: “How is the implementation of group work and role play methods in your teaching, Mam?”
- Interviewee: “Group work method is like problem solving, while role play attempts to practice the skills of dialogue, the students do a role-play like question and answer of a dialogue”.

Besides, the teacher used some media for teaching English. The media were main book or teacher’s handbook, students’ hand book, LCD for presenting power point slides. However, the power point was rarely used because the classroom did not support the facility so if the teacher wanted to do it, the class should be moved to another classroom or language laboratory. Another additional material was also from *Erlangga* book. It could be seen in this interview data below.

- Interviewer: “What media do you use in teaching English in the classroom?”
- Interviewee: “I more often used the book. The students also used their hand books. Sometimes, I used the LCD, but

because of the LCD in 8H did not support, so sometimes I used language laboratory. I preferred to use language laboratory than classroom. While the material source was from the main book, the additional one was like Erlangga book.”

As widely understood, every teaching strategy has advantages and disadvantages. The teacher of course sometimes needs to implement direct instruction strategy when explaining complex material. It has been found to be the best strategy to teach rules, procedures, and basic skills, especially to younger pupils. It also supports to add students’ understanding of the material. Indirect instruction strategy also could explore students’ knowledge, curiosity, and idea. The last is interactive instruction strategy. This is important to build students’ speaking skills. Those are the positive sides from each teaching strategy. However, the negative sides or disadvantages are that the teacher did not explain the material in detail so some of the students still found difficulty understanding the material. When giving the task, the teacher did not manage the time well. Based on the observation result, the teacher gave too short time span for students to do the task. The impact was that they did not do the task optimally; there were still some students who had not finished their work, especially when the teacher gave the post test. The assessment needs to be managed well. The teacher allowed students to correct their own answer sheet so it seems the students had a possibility to do a cheating or doing dishonesty in correcting it.

To sum up, the learning objectives by using all the teaching strategies, indirect strategy and interactive instruction strategy, were almost achieved perfectly. The methods used were problem-solving, brainstorming, group work and role playing. The teacher implemented each method by using creative teaching techniques to achieve the learning objectives. As explained in the lesson plan, the students were expected to able to identify and use the social function and language structure, and then make a dialogue and practice it in front of the class related to giving and asking for information about a certain situation by using present continuous tense in accordance with the context.

Conclusion

This article highlights both theoretical and practical significances the research could have contributed in the area of ELT. Theoretically, this research potentially contributes to add knowledge, especially related to teaching strategies in English language teaching. There are many ways of teaching and the strategies identified here could be of high meaningfulness. For teachers, these research findings can be invaluable reference for improving their understanding on how effective teaching can be realized. Practically, these research findings can also be used by both teaching teachers and researchers in the domain of ELT. For teachers, this research can be used to create an effective class by using the most appropriate strategies. It is considered effective when teaching ends up with better results of students’ learning. It is like a by-product of an informed practice. For teacher-researchers, this research can serve as an initial road-map for exploring similar topic in order to investigate more robust data and resulted in more in-depth analysis. Based on the results and discussion, the teacher has used several English strategies, such as indirect instruction, interactive study, and sometimes direct instruction implemented in accordance with learning objectives, learning materials, students’ ability, and classroom conditions.

The implementation of direct instruction as teaching method was rarely used since it belongs to the teacher-centered learning approach. Different from direct instruction, indirect instruction and interactive instruction are classified as students-centered learning approach and in accordance with the curriculum used at the school of SMP N 5 Purwokerto. The implemented indirect teaching method was problem-solving. Then, the implemented interactive instruction methods were brainstorming, role play, and group work. The teacher implemented each method with using creative teaching techniques. So, the implementation of those English teaching strategies created enjoyable and effective teaching as well as the achievement of learning objectives.

Implication

Following the discussion and conclusion above, some significant implications were identified. First, teachers need so much preparation and appropriate plans. All materials must be conveyed or delivered based on the time allotment, but it is important to consider the students' capacity and ability to acquire it. Second, teachers need to choose the appropriate teaching strategies. If any, use the online- or offline-based technology. Third, do not give too many tasks in short duration that can make students overwhelmed to do it, let alone if they do not understand at all the material. Give them task as their capacity. They will only spend time in vain. They will get disadvantages because of this case. For other researchers, you need to make sure that you have enough time, because this study involves some elements. Ensure that the party you will research would be able to cooperate with you at least based on your plan.

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