An Analysis of The English Teaching Strategy in Learning English at SMPN 1 Saluputti

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Abstract:
The objective of this study was to find out the strategy used by English teachers in learning English at SMPN 1 Saluputti. This study employed a qualitative research methodology. The participants of this study were English teachers at SMPN 1 Saluputti. To collect data, the authors used observation and interviews. Data analysis uses qualitative data analysis. Data reduction, data display, and conclusion drawing are the phases. Based on the results of this study, the researcher concludes that English teachers at SMPN 1 Saluputti used problem based learning strategies and contextual learning strategies, this aims to provoke students so that students become creative in developing the learning process. So, by choosing this strategy, students become better at expressing opinions and have the courage to try. Because this strategy has been considered by the teacher to make it easier for students to understand the material taught by the teacher. This is done continuously in order to improve student grades to be even better and exceed the predetermined average and students experience ease in the learning process. Teacher strategies in learning English play a very important role in English learning activities. There are many students who achieve good achievements because they are taught using appropriate English learning strategies.

Keywords: Teaching Strategy, Learning English, English Teaching

INTRODUCTION

Language is crucial to express ideas in human life interaction. Humans require language because it allows them to communicate and identify the requirements they have. According to Syahrin (2018) Language can take various forms, including spoken, written, or signed, and it plays a vital role in human interaction. The English skill to learn is the skill to organize ideas logically and systematically, then pour in a language that is in accordance with the rules and in a fluent and clear way of pronunciation. According to Moussu and Llurda (2008) The value of possessing English abilities as a communication and thinking tool is clearly evident in the learning English course.

One of them being English we know is foreign language or commonly called Teaching English as a Foreign Language in our country. English is taught as a foreign language in nations where it is not the native tongue. This practice is known as teaching English as a foreign language or TEFL. According to Fauziati Endang (2010) Teaching

English as a Foreign Language can be a rewarding profession as it allows to make a positive impact on students' by lives by helping them gain valuable language skills.

Typically, strategy is utilised to successfully accomplish an objective. It means that strategy is important to reach something. If someone wants to reach something, they must have a strategy. Sayyidatthohirin (2016) defines a strategy in education as a plan, technique, or collection of actions intended to accomplish a certain educational goal. It means that in teaching a lesson, a teacher must have a provision, it is a strategy for teacher. So that the teacher can reach the purpose of teaching. Learning applied by teachers at SMPN 1 Saluputti about English teaching especially to students, it is very important to do so as to help students increase vocabulary that will be used in communication with fellow friends, parents and the environment. Learning that are shown to students at SMPN 1 Saluputti is very important because learning English must be mastered by students with optimal learning required. Therefore, learning English is very important in human life, because mastering English learning will also be able to form creative future generations so that they are able to give birth to communicative, clear, easy-to-understand and systematic speech or speech. And the learning English also carried out by teachers is very helpful for students to get information about what, who, where, when, why, and how about what they encounter.

During the Covid-19 pandemic, many changes were made to the teaching strategy of both teachers and students. Teachers are pushed to grasp technology in order to accomplish instructional goals and feedback from their students when students and teachers cannot interact face-to-face during learning activities at school. One of the technologies that can be used as learning media is Whatsapp and Facebook. This has been implemented in the implementation of learning during the Covid-19 pandemic at SMPN 1 Saluputti, especially in English teaching. The teachers also sends several English teaching video links accompanied by language subtitles, with the aim that these videos can be studied both at school and outside of school. Based on the researcher's initial observations when teaching the researcher caught the phenomenon that existed at the research site, including some students in English subjects tended to be ignored by students, because for some students English subject was a subject that was difficult to understand, so that when learning English, students felt less confident when performing in front of the class. This

experience is gained when teaching, speaking, observing and discussing. Seeing such a phenomenon creates its own challenges for English teachers in improving the learning process through teacher strategies so that students think English subjects are fun subjects and students can be motivated to study harder and the quality of learning can improve. Therefore the role and strategy of a teacher is very important, must be able to provide motivation and service in all student activities and with various facilities and all the needs needed by a student in teaching English. Based on the background description above, the researcher is interested in used An Analysis of the English Teaching Strategy in English Learning at SMPN 1 Saluputti".

METHODS

This research is a descriptive qualitative research that focuses on the teacher's strategy in facilitating students' speaking skills at SMPN 1 SALUPUTTI in the teaching and learning process. The teacher has the important task of encouraging students to learn and achieve their full potential. It describes the strategy used by teachers in facilitating students at SMPN 1 SALUPUTTI. The type of research used in this research was included in the type descriptive used qualitative methods. Descriptive research is research conducted to determine the value of one or more variables without making compare and relate to other variables. Total participants were 3 English teachers. Subjects selected using purposive sampling. Puprosive sampling, according to Isaac (2023) is a non-probability sampling strategy where the researcher chooses only those participants who, in their opinion, meet the study's goals. To collect data researchers used interview techniques. In this study the researcher used an open-ended interview, meaning that an interviewer asked a prepared question to a participant, which the participant would then answer. The purpose of conducting interviews is to big deeper into information to find out the English teaching of teacher in English teaching. The data obtained were analyzed in three main stages, namely reduction, data display, and conclusion.

RESULT AND DISCUSSION

In this section, the researcher presents findings from interviews with three English teachers of SMPN 1 SALUPUTTI. The researcher come to school to interview and interviewed 3 English teachers as participants with seven questions. After finished the

interview, the researcher classified the data one by one that mostly mentioned by teachers the interview questions.

The following are the results of the interview analysis.

No	English Teaching Strategy	T1	T2	T3
1.	Guided learning	By creating confidence in the classroom.	Directing or directing with previous material.	Reminds you of previously material.
2.	Problem based learning	The teachers applies this strategy by providing freedom such as viewing videos or photos that involve questions.	The teachers applies this strategy by giving freedoms to students regarding the material being taught.	The teachers applies this strategy by encouraging them by asking questions to increase their attention.
3.	Expository learning Strategy	Using content and process.	Provide video or image illustrations.	Repeating or imitating someone who is more capable.
4.	Contextual learning strategy	The strategy applies this strategy by inviting students to look at the surrounding environtment in connection with the lesson.	Teachers apply this strategy by looking for examples in everyday life that are often encountered.	The teacher applies this strategy by explaining/imitating things that connect everyday life.
5.	Inquiry learning strategy	Direct students to look for sources from textbooks.	Provide references.	Giving an example of looking for a source, for example a textbook.
6.	Affective learning	Make observations	Mastering the condition or	Mastering the conditions or

	strategy	and reflections.	circumstances of students.	circumstances in the classroom.
7.	Cooperative learning strategy	Opening students' creative power.	Train students to work together.	Depends on the material or topic being taught.

Teacher strategies in learning English play a very important role in English learning activities. There are many students who achieve good achievements because they are taught using appropriate English learning strategies. On the other hand, most students feel bored and reluctant to learn English because the existing strategies are so boring.

In these seventh strategies, several teachers apply strategies that are in the lesson plans or lesson plans that take place in the classroom, such as problem based learning. The Problem Based Learning learning model includes asking questions or problems, focusing on interdisciplinary connections, authentic inquiry, collaboration and producing work and demonstrations. Problem-based learning is not designed to help teachers provide as much information as possible to students. Problem based learning is learning that uses real, unstructured and open-ended problems as a context for students to develop problem-solving and critical thinking skills while building new knowledge. In contrast to conventional learning which uses real problems as the application of concepts, problem-based learning uses real problems as triggers for students' learning process before they know formal concepts. Process assessment aims to enable teachers to see how students plan problem solving, see how students demonstrate their knowledge and skills. Airasian (as cited in Hosnan, 2014) states that performance assessment allows students to show what they can do in real situations. Some problems in real life are dynamic, in accordance with the times and the context or environment, so in addition to curriculum development, it is also necessary to develop learning models that suit the curriculum objectives which enable students to actively develop their framework of thinking in solving problems and their ability to learn. It is hoped that students will easily adapt to these abilities or skills. The main goal of Problem Based Learning is not to convey large amounts of knowledge to students, but rather to develop critical thinking skills and problem solving abilities and at the same time develop students' ability to actively build their own knowledge. Problem-based learning is

also intended to develop learning independence and social skills learners. Learning independence and social skills can be formed when students collaborate to identify relevant information, strategies and learning resources to solve problems.

Apart from that, the English teacher at the school applies a contextual learning strategy. Contextual learning is learning that links learning material with the real world context that students face every day in the family, community, natural surroundings and world of work, so that students are able to make connections between the knowledge they have and its application in everyday life. Learning is said to use a contextual approach if the learning material is not only textual but is linked to its application in students' daily lives in the family, community, natural environment and world of work, involving the seven main components so that learning becomes meaningful for students. Any learning model as long as it meets these requirements can be said to use a contextual approach. Contextual learning can be applied in large classes or small classes, but it will be easier to organize if applied in small classes. The application of contextual learning in a competency-based curriculum is very appropriate. In its application, contextual learning does not require large costs and special media. Contextual learning utilizes various learning resources and media in the surrounding environment such as welders, workshops, electronics repairmen, used goods, newspapers, magazines, household furniture, markets, shops, TV, radio, internet, and so on. . Teachers and books are not central sources and media, nor are teachers seen as people who know everything, so teachers do not need to worry about facing various students' questions related to both traditional and modern environments.

In this section, the researcher presents a discussion of the results of the data analysis. Based on the findings of the researchers, the researchers found some data about the English teaching strategy in English Learning at SMPN 1 Saluputti, as for the description of the English teaching strategy in English learning at SMPN 1 Saluputti from the results of the interviews are:

1. Guided learning. English teachers provide guidance to students by making beliefs in class and following the steps or procedures set out in the lesson plans. So that students can develop curiosity from every lesson that takes place and is also accompanied. This finding is related to Apriana (2020) who argues that this generation is characterized by

their distaste for learning that is only based on reading and hearing (lecture technique). This generation is quicker to access information or learning materials and is more interested in direct observe and practice.

2. Problem based learning. Problem based learning is a learning model that begins by exposing students to real problems or simulated problems. When students are faced with these problems, they will realize that to solve them they will use their critical thinking skills, systematic approach and integration of information from various disciplines. Based on the results of interview has shown that English teachers often used problem based learning. And problem based learning can help teachers and students in the teaching and learning process. This finding is related to Iyam Maryati (2018) who argues that Problem based learning is a learning model that prioritizes how active students are in always thinking critically and in always being skilled when faced with solving a problem.

3. Expository learning strategy. This is intended so that participants are able to master the material optimally. Based on the interview, it can be concluded that expository learning strategy help and train students with the intention that students can master the subject matter optimally and know to what extent students have mastered the subject matter presented. This finding is related to Safriadi (2017) who argues that the expository learning technique emphasises the act of vocally presenting information from a teacher to a group of students with the goal that students can grasp the subject matter as effectively as possible.

4. Contextual learning strategy. Contextual learning (Contextual Teaching and Learning) is a learning concept that helps teachers relate the material taught to students' real-world situations and encourages students to make links between what they know and how they use it in their daily lives as members of their families and society. Based on the interview, it can be concluded that expository learning strategy are highly applied to students to help and train students with the intention that students can master the subject matter optimally and know to what extent students have mastered the subject matter presented. This finding is related to Andri Afriani (2018) who argues that contextual learning strategies (Contextual teaching learning) can also be accessed CTL

in short is a learning strategy that associate learning material with the real world, so that students can apply the subject matter to them everyday life.

5. Inquiry learning strategy. Strategy inquiry learning is a series of learning activities which emphasizes critical thinking processes and analytics to seek and find own answer to a problem questioned. This activity is learning involve the whole students' ability to search and investigate something (things, people or events) systematically, critically, logically, analytically so they can formulate their own discoveries with confidence.

6. Affective learning strategy. Affective learning strategy is a strategy that does not only aim to achieve cognitive education. Rather it aims to reach another dimension. Including attitudes and affective skills related to volume which is difficult to measure because it involves a person's awareness that grows from within. This finding is related by Fitriani Nur Alifah (2019) who argues that Affective learning strategy pertaining to one's consciousness that grows from within the person. Affective attitude ability related with interests and attitudes such as cooperation, Responsibility, Discipline, Commitment, Honest, Confident, Respect people's opinion others and self-control. Educators in this method must pay attention to the affective characteristics of the participant students, so that learning outcomes can be optimal.

7. Cooperative learning strategy. This strategy students can process individually and students will always be active in discussing conveying their thoughts or opinions so tht new ideas are created. This finding is related to Nasution & Ritonga (2019) Cooperative learning strategy (Cooperative learning) is a general term for a set of strategies designed or made teaching to educate students in groups and interaction between students. Strategy cooperative learning has three learning objectives namely learning outcomes academic, Acceptance of diversity and development of social skills.

From the results of interviews and observations it can be seen that teachers at SMPN 1 Saluputti use problem based learning strategies and contextual learning strategies, this aims to provoke students so that students become creative in developing the learning process. So, by choosing this strategy, students become better at expressing opinions and have the courage to try. Because this strategy has been considered by the teacher to make it easier for students to understand the material taught by the teacher. This is done

continuously in order to improve student grades to be even better and exceed the predetermined average and students experience ease in the learning process.

CONCLUSION and IMPLICATION

From the explanation above, Teacher 1, 2, and 3 applies two strategy with various characteristics of each. In short, strategy is a learning activity that must be carried out by a teacher in the learning process and accompanied by students so that learning objectives can be achieved effectively and efficiently. Therefore, the position of strategy in the educational process, especially in the world of education, is said to be very important. Therefore, the teaching and learning strategy is the most important component in the learning system, namely an activity carried out by a teacher in teaching to provide students with understanding so that the learning objectives can be achieved. However, in strategic activities if it is not accompanied by curriculum components such as approaches, methods, models, techniques, and so on, the learning process carried out by the teacher for their students will not run effectively and efficiently. Therefore the teacher must and is obliged to master these things.

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