

Teacher Strategies and Students' Engagement in TEFL Based on Killen's Theory at SMP Negeri B. Srikaton

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Abstract. *The objective of the research was to find out the teacher strategies in TEFL based on Killen's theory at SMP Negeri B. Srikaton and to describe the students' engagement in learning English at SMP Negeri B. Srikaton. There were two research questions in this research, what are the teacher strategies in TEFL based on Killen's theory at SMP Negeri B. Srikaton? and how are the students' engagement in learning English at SMP Negeri B. Srikaton? The setting of this research were SMP Negeri B. Srikaton. The qualitative approach in descriptive qualitative research design was used in this research because the data was in the form of words rather than the number. The data were collected by means of the observation, interviews, and documentation. Then the data were analyzed by table observation checklist and analyzing. The result of this research show, there were found 8 teachers strategies and students Engagement. First 3 strategies and students engagement, and second material 7 teachers strategies. Teacher used strategies and the students active in learning process. Therefore, teachers use different learning strategies in each material so that students are engage and active in the learning process.*

Keywords: *Teacher Strategies, Students's Engagement, TEFL.*

Abstrak. Tujuan dari penelitian ini adalah untuk mengetahui strategi guru dalam TEFL berdasarkan teori Killen di SMP Negeri B. Srikaton dan untuk mendeskripsikan keterlibatan siswa dalam belajar bahasa Inggris di SMP Negeri B. Srikaton. Ada dua pertanyaan penelitian dalam penelitian ini, apa saja strategi guru dalam TEFL berdasarkan teori Killen di SMP Negeri B. Srikaton? dan bagaimana keterlibatan siswa dalam belajar bahasa Inggris di SMP Negeri B. Srikaton? Latar penelitian ini adalah SMP Negeri B. Srikaton. Pendekatan kualitatif dalam desain penelitian kualitatif deskriptif digunakan dalam penelitian ini karena datanya berbentuk kata-kata daripada angka. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Kemudian data dianalisis dengan tabel observasi checklist dan analisis. Hasil penelitian ini menunjukkan, ditemukan 8 strategi guru dan keterlibatan siswa. Pertama 3 strategi dan keterlibatan siswa, dan materi kedua 7 strategi guru. Guru menggunakan strategi dan siswa aktif dalam proses pembelajaran. Oleh karena itu, guru menggunakan strategi pembelajaran yang berbeda-beda pada setiap materi agar siswa terlibat dan aktif dalam proses pembelajaran.

Kata kunci: Strategi Guru, Keterlibatan Siswa, TEFL.

1. BACKGROUND

English has become a global language, and the ability to communicate effectively in English is highly valued in various professional and personal contexts. As citizens of Indonesia, it is important to learn English as it significantly improves our personal and professional development. In the Indonesian context, English is a foreign language that is taught at all levels starting from elementary school to university (Pratiwi et al., 2022). However, even though English is the main component of formal education it is very disturbing to see that people, especially students do not have good English language skills. Moreover, they feel difficult, lazy, and hopeless when involved in English learning activities.

Teaching English as a Foreign Language (TEFL) refers to teaching English to students whose first language and second language are not English. TEFL usually occurs in the student's own country, either within the state school system or in private institutions. TEFL Teachers may be native or non-native speakers of English. According to Yaghobian et al., (2018), the use of a first language in teaching a foreign language, such as English, is intended to enhance comprehension and offer relevant insights to students learning English as a foreign language. EFL is learned either to pass the examinations as a necessary part of one's education, or for career progression while one works for an organization or business with an international focus.

According to Sofiana (2019), the transformation of the national curriculum in Indonesia offers a new challenge for English teachers and they need to consider a good lesson plan, the creative and meaningful teaching and learning process, and the assessment of learning outcomes. EFL may be part of the public school curriculum in countries where English does not have special status. In addition, a teacher is a person who helps others to acquire knowledge, competencies, or values. Teacher are important because they do not only provide instruction to students in one or more academic areas, depending on the grade level, but they also stand as an additional source of encouragement in the life of students. The profession of Teaching English as a Foreign Language offers gratification as it enables educators to positively influence students' lives by facilitating the acquisition of valuable language skills (Fauziati, 2010).

Pungki and Suwartono (2019) said to achieve the purpose of teaching, the teacher should be creative in choosing the materials and strategies of teaching in order to make students understand the knowledge easily. It means that a teacher must have a strategy for providing teaching. Teacher strategies in TEFL are very important because they are actions to achieve teaching goals. To achieve a goal, one must have a strategy to ensure that learning objectives are met. Similarly, teachers will have to provide the students with different learning strategies because students learn differently (Espmaker and Tedenby, 2020). These strategies include a variety of methods designed to capture students' interests, cater to various learning preferences, and achieve specific educational goals. By employing diverse and effective teaching strategies, teachers can improve the learning experience, promote deeper understanding, and support student success.

Engaging students in teaching as a foreign language is essential for teachers. According to Mercer (2019), engagement is a key to successful language learning. Engagement can be done through activities that intrigue the students to be active in their

learning process. Sesmiyanti (2016) says teachers create lessons, assignments, and projects that attract the students to learning. Teachers as facilitators in the teaching and learning process should consider what kind of lesson, assignment, and project might create the best learning environment for the students. To increase students' engagement, teachers ought to use appropriate strategies. The teaching strategy is an effort or method used by teachers to help teachers achieve their goals in carrying out the learning process based on the methods, efforts or methods, procedures used by teachers in making transfers they knowledge for the students (Hayati et al., 2021). Thus, by incorporating diverse in teaching, teachers can effectively engage students in active learning.

2. LITERATURE REVIEW

English is frequently utilized as a second language in surrounding nations such as Singapore, Hong Kong, and Malaysia. But it's more likely to be learned exclusively as a foreign language in Indonesia. That means that teaching and learning English takes done primarily in the classroom, rather than in everyday activities. English learners in Indonesia are still not ready to utilize English as a tool to communicate outside of the classroom. Because English is taught as a foreign language in Indonesia and is largely studied in the classroom, the role of a teacher is crucial because they are the main sources and facilitators of this language's knowledge and aptitudes. The teacher's content has the most crucial function in bridging the gap between of classroom and the outside world (Susanto, 2013).

A teacher is a professional who plays an important role in the educational system by helping students acquire knowledge, skills, and values. Based on Republic of Indonesia Law No.14 of 2005 on Teachers and Lecturers, teachers are professional educators whose primary responsibility is to educate, teach, guide, lead, train, assess, and evaluate pupils in early childhood, basic education, and secondary education. Furthermore, Husna (2021) define English teacher as a person whose profession is to educate the students how to use English as a medium of communication. English teachers assist students in identifying significant concepts and key terms in the language and how to use it properly in communication. It means that teachers must be proficient in all aspects of the English language and effectively convey this knowledge to students to ensure they achieve the desired learning outcomes. According to Killen (2007), there are nine different types of teaching strategies. There are many kinds of teaching English strategies that can be applied in the language teaching process, as follows: Direct instruction, discussion, small group, cooperative leaning, problem solving, research, role play, case study writing.

3. METODE PENELITIAN

In this research, the researcher will use a descriptive qualitative method. Based on Ary et al., (2010) qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data. It means that qualitative research focuses on understanding social phenomena and providing rich verbal descriptions of settings, situations, and participants. Then, the researcher will describe the types of teachers' strategies in teaching English based on Killen's theory.

While, that is the reason researcher will use descriptive qualitative research to get deeply understanding and provide experience for researchers and also researchers to conduct research on teachers' strategies in teaching English using observation, interview, and documentation as the instruments for the research..

Based on the explanation above, it can be concluded that descriptive qualitative is analyzes data on social phenomena and provides rich verbal descriptions of settings, situations, and participants. By using descriptive qualitative the researcher can get answer and data about teachers' strategies and students engagement in teaching English as a foreign language (TEFL) based on Killen's theory at SMP Negeri B.Srikaton.

4. FINDING AND DISCUSSION

The teacher Mr. Susanto, S.Pd., instructed the students of class VII.2. In the first transcript, which covered the topic "Introducing Myself," the researcher identified three strategies used by the teacher and observed student engagement during the lesson. In the second transcript, related to the topic "People's Activities," the researcher found six strategies employed by the teacher and noted student involvement, particularly their activeness in group discussions. Finally, the researcher identified that 7 out of the 9 strategies were utilized by the teacher in the classroom. So, the researcher also observed the students' active participation during the learning process.

Table 1. Types of Teaching Strategies Based on Killen's Theory

No.	Types of Teaching Strategies Based on Killen's Theory	Indicators	
1.	Direct Instruction	The teacher explains the content directly	√
		Students are attentive and listening	√
		The teacher uses visual aids or examples	√
		Students ask clarifying questions	√
		The teacher provides clear and concise instructions	√
2.	Discussion	Students engage in dialogue	√
		Diverse opinions are expressed	√
		The teacher guides the discussion without dominating	√
		Students listen to each other	√
		Ideas are connected and built upon	√
		The discussion is relevant to the learning objectives	√
3.	Small-Group Work	Students collaborate effectively	√
		Each member contributes to the task	√
		Groups stay on task	√
		The teacher circulates and provides assistance	√
		Groups present their findings to the class	√
		Students reflect on the group process	√
4.	Cooperative Learning	Students work together towards a common goal	√
		Each student has a specific role or responsibility	√
		Groups share resources and information	√
		The teacher provides feedback and guidance	√
		Group success is celebrated	√
5.	Problem-Solving	Students understand the problem	√
		Multiple solutions are considered	√
		Students use critical thinking to evaluate options	√
		Selected solution is implemented effectively	√

		Students discuss what worked and what didn't	√
6.	Research	Students identify and refine research questions	
		Reliable sources are used	
		Information is organized logically	
		Data is analyzed and interpreted accurately	
7.	Role Play	Students understand their roles and scenarios	
		Preparation is evident in the enactment	
		Students stay in character	
		Realistic and relevant scenarios	
		Teacher facilitates a debrief discussion	
8.	Case Study	Students understand the case context	
		Key issues are identified	
		Various perspectives are considered	
		Solutions are proposed and evaluated	
9.	Writing	Students understand the writing assignment	√
		Planning and organization are evident in drafts	√
		Constructive feedback is given and received	√
		Revisions improve the quality of the writing	√
		Final submissions meet the assignment criteria	√

From the table above, it can be concluded that on the observation sheet for the introduce myself material, there are 6 types of strategies used by teacher in the classroom in the learning process. There are problem-solving, direct method, discussion, small group work, cooperative learning, and writing in learning.

Table 2. Questions

No.	Questions
1.	<p>What material did you teach at the second material in grade 7 of this odd semester?</p> <p>Based on the teacher's answer to the first interview question, the teacher answered the first material entitled Hobbies material.</p> <p>As "S" responded:</p> <p><i>"The second material that I use in the VII class to describe Hobbies material".</i></p>
2.	<p>What strategies did you apply to teach this material?</p> <p>In the second interview question, the teacher used 6 types of strategies, namely problem-solving, direct method, discussion, small group work, cooperative learning, and writing in learning.</p> <p>The teacher "S" said:</p> <p><i>"In this learning strategy that I use problem-solving, direct method, discussion, small group work, cooperative learning, and writing".</i></p>
3.	<p>Why did you apply this strategy in the English teaching process?</p> <p>The sentence suggests that the teacher used a particular strategy because it helps students develop the ability to analyze situations. This strategy enables students to apply their existing knowledge to specific circumstances and to distinguish between facts and opinions.</p> <p><i>"I apply this strategy because it can develop the ability to analyze situations for the students and then apply to knowledge students have in substance condition and then know the difference between facts and opinions".</i></p>
4.	<p>What are the advantages and disadvantages of this strategy?</p> <p>The teacher "S" said:</p> <p><i>"Disadvantages of learning strategy are, first helping students learn the relevant source and develop new knowledge and then helping students understand real words problems and also helping the students develop collaboration skills. And then the disadvantage is may require a bit of time for the lesson preparation, so as a teacher we should give more time to prepare this teaching and learning process".</i></p>
5.	<p>Can the strategies used improve students' skills in English language teaching?</p> <p>In response to the question, the teacher "S" said:</p> <p><i>"According to me, this strategy can improve students' ability in English language teaching".</i></p>
6.	<p>What are the steps done by you to apply the strategies in teaching and learning process?</p> <p>As "S" responded:</p> <p><i>"In the teaching and learning process, I apply several steps first orient students to the problem, and then organize students to learn, and then guide individual</i></p>

	<i>and group investigation, develop and present students' work, and the last analyze and evaluate the problem-solving process”.</i>
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5. KESIMPULAN DAN SARAN

Based on the findings in chapter IV, several things can be concluded. First, the teacher's strategies used by the teacher in the learning process in the classroom were found, namely: 3 in the first material and 6 in the second material. Second, from the results of the data analysis, the researcher found several reasons why teachers use different learning strategies in different materials, because so that students can actively participate in the learning process in the classroom. In addition, students are enthusiastic and do not feel bored when learning takes place. Students find it easy to accept the material explained by the teacher.

For teachers, it is hoped that they can provide an understanding to students about the importance of student involvement in the learning process, and provide methods or ways for students to be involved in the classroom, such as providing interesting learning methods, providing additional time, and so on.

For students, pay attention and be active in the learning process. Practice being confident in front of the class. Ask questions if you have difficulty.

The researcher hopes that this thesis can be useful for other researchers. Researchers are also expected to be able to conduct research in other places, this is done to obtain a more comprehensive research generalization.

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