

Teacher Strategies in Teaching English at SMAS Muhammadiyah Kendari

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Highlights

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Abstract: This study aimed at identifying the teacher strategies in teaching English. This study was descriptive qualitative research and conducted in SMAS Muhammadiyah of Kendari. The subject of this study was one English teacher. The researcher used convenience sampling in selected the subject. In collecting the data, classroom observation and interview were conducted. The observation was conducted in three times and the researcher used in-dept-interview to dig up information. The result showed that there were eight strategies, they are: recalling memory, brainstorming, Pair Work, students' presentation, lecture method, multimedia method, independent study, & mastery learning.

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Keywords: *Strategies in teaching English, mastery learning, recalling memory, brainstorming*

Introduction

In our current life, English has become a second language which is an international language. International English is the concept of the English language as global means of communication in numerous dialects, and also the movement towards an international standard for the language (Patel and Jain, 2008). Along with the development of technology and era, every Indonesian needs to learn English. It can be said that by learning English, we can compete with others in this increasingly sophisticated era. English is language that is widely used for communication between people who do not have the same first language or even second language. English is one of the kind languages used all over the world. It is used for communication between native speakers and nonnative speakers of English (Harmer, 2007). Even though it did not have the greatest number of speakers in the world, it is the most widely used language in the world.

The Indonesian government included English as the first foreign language used in Indonesia. English is included in the curriculum and is an important subject in elementary, junior and senior high schools so that it has a great opportunity to be used as the language of instruction in several schools in Indonesia. Furthermore, in the teaching and learning process teacher have important role. Harmer (2007) states there are some teacher roles the first is facilitator; it means that teacher is helping students in the learning process. Second, is resource teacher is seen as a source of knowledge and expertise for students. The last one is counselor; teacher gives advice and support. So, teachers have strategic role in shaping the character and educated of students. Moreover, in teaching English choosing a learning strategy that suits the needs of students is very important. The teacher must apply interesting strategies in the classroom. So that, students understand well about what they are learned. Therefore, for teaching English in four skills speaking, reading, listening, and writing many English language teachers have the different strategies.

Lecture method constitutes teachers' classroom-based practices such as teaching methods, student discipline and students' assessments. There is enough evidence to show that well-managed classrooms make students have a sense of responsibility and motivate teachers to teach their students with confidence and high esteem (Jepketer et al. 2015, p. 63-64). In other statement Sarode (2018, p. 58), Teaching strategies refer to methods used to help students learn the contents of the desired course and can develop goals that can be achieved in the future. The teaching strategy identifies the various learning methods available to enable them to develop appropriate strategies for dealing with identified target groups.

Teaching strategies can be said to be the first step and English teachers to master teaching English because there are many types of teaching strategies that can be used. According to Richard and Willy (2002), a strategy is the procedure used in learning which serves as a way to reach a goal conscious or unconscious processes that language learners make use of in learning and using a language. A teaching strategy is a general plan for lessons that includes structure, instructional objectives and an outline of the planned tactics needed to implement the strategy (Stone and Morris, in Issac, 2010). Furthermore, Issac (2010) explains that teaching tactics are teacher behaviors that are manifested in the classroom, namely, developing teaching strategies, providing the right stimulus for timely responses, drilling learned responses, increasing responses with extra and immediate activities. Sarode (2018) adds teaching strategies refer to methods used to help students learn the contents of the desired course and can develop goals that can be achieved in the future.

Every strategy also has the different result. For example, the teacher can apply many kinds of strategies in the English class to create the student's interest and also to increase the student's attention in learning process. The good strategy in teaching English process will give the different value to the learner. So, as the English teacher must master the affective strategies if they want success in learning process.

Saputra & Aziz (2014), reveal seven characteristics of teaching strategies, (1) They are the training component of dynamic situations, defined by flexibility and internal elasticity, and they have a normative character without the rigidity of a rule. Educational strategies explain a general teaching method that may be "modified" and tailored to specific training events and settings. The trainer's teaching style, originality, and personality are all reflected in the strategies. (2) They have a structuring and modeling role that connects learners' learning experiences and triggers their psychological learning mechanisms. (3) The components of the strategy (methods, means, and organizational forms of labor) form a system that connects them all, including interdependencies and interrelationships. Each decision marking the transition to the next sequence by using the information received in the previous step can be broken into a number of operations, phases, and norms of behavior particular to distinct teaching sequences. (4) They have no affinity for either the chosen methodological system or the basic teaching method because the teaching strategy is focused on the entire training process rather than a particular training sequence. (5) They have a probabilistic meaning, implying that a particular teaching technique, while scientifically sound and adequate for participants' psychological resources, cannot ensure the training process' success due to the enormous number of variables that can intervene. (6) They put students in real-life learning settings and justify and tailor the training content to their personalities. (7) They create an ideal framework for interactions between other components of the training process (Ionescu & Radu, 2001).

In the language teaching process, there are a variety of teaching strategies that can be used. Sharma (2015) states teaching strategies can be divided into two categories they are: (1) Autocratic Strategies, The convergent approach is another name for the old teaching methods known as autocratic tactics. These are teacher-and content-centered. When employing these techniques, the teacher is in charge and the student is in the background. The instructor chooses the subject matter on his or her own, and by viewing himself or herself as the ideal and ignoring the students' interests, attitudes, capacities, and needs, he or she attempts to force knowledge from the outside onto the students' minds. Students are unable to express themselves freely in this circumstance. Hence, in these objectives and group development is not cared for at all. Autocratic teaching strategies include Lecture, Demonstration, Tutorial, Programmed instruction, etc. (2) Democratic Strategies, the democratic strategies are child centered as the students determine themselves the content. Hence, the students' place is primary and that of teachers is secondary. As a result of its use, maximum interaction occurs between the students and the teacher. This develops their constructive capacities in accordance to their interests, attitudes, capacities, abilities, needs and mental levels of the students. Democratic strategies are objective and hence, the genius children gain advantage to the maximum. Demonstrated strategies include pair work/discussion question, student's presentation, role play, simulation, brainstorming, and independent study.

Moreover, Lestari et al. (2019), mentioned nine strategies in teaching English, they are: (1) Ice Breaking, the implementation of ice breaking in the middle of the day becomes an effective

strategy to help the students get rid of their boredom. The choice of singing and dancing activity by the teacher in this strategy engages the students' interest and gets their focus into the learning process. (2) Recalling Memory, recalling memory is like an aid for the students to remember the previous knowledge that they have learned in the previous meeting. Sometimes some of the students forget the material that is learned in the last week. Therefore, the teacher implementing the recalling memory strategy is accommodating in the learning process. (3) Brainstorming, as stated by Suyanto (2008), brainstorming is a technique to generate an idea. Here, the teacher will come up with a topic and students will carry out their idea which is related to the topic. The teacher conducted this strategy at the beginning of the lesson by delivering several questions to the students related to the materials. By this means, the students' curiosity towards the new topic is increased and their critical thinking skill is also improved. Besides, the teacher giving questions that relate to the students' life is successful in getting their focus on the learning process. (4) Class Discussion, this strategy includes questioning and inquiry technique. The teacher delivered a question to the students, asked them to analyze certain information and summarized the material into a conclusion. (5) Game, the teacher using the game strategy is to stimulate the students to be involved in the learning process. Besides, it can be used as a warming up related to the material if it is conducted before the main material delivered. It can also be used to ensure that the students have understood the main material. (6) Listen and Read, listen and read is the students had a text on their hands, listened to the audio and read the text at the same time. The teacher played the audio twice to help students to have a deep understanding of the content of the text and the correct pronunciation of each word. (7) Filling the Blank, filling the blank is the strategy when the teacher asked to fill sentences using words in the box after the main material has been presented by the teacher. (8) Vocabulary Writing, this strategy is expected to be able to help the students enrich their vocabulary and build their understanding of the vocabulary. (9) Concluding the Material, for students to have a clear and good understanding of the materials, the teacher helped the students to draw the presented materials into a conclusion by delivering questions related to the material to the students.

While, Kindsvatter in Sadker (2005) classified three kinds of teaching strategies, they are direct teaching, mastery learning, cooperative learning and also problem-based learning, they are (1) Direct Teaching Strategy, this strategy refers to academically focused, teacher-directed classroom using sequenced and structured materials. It also refers to teaching activities in which goals are clear to students, sufficient time is allowed for instruction, coverage of content is extensive performance of students is monitored, and feedback is academically oriented. (2) Mastery Learning Teaching Strategy, this strategy focuses on the student's ability to learn through providing enough time and the right conditions using a diagnostic-prescriptive approach to determine instructional decisions. This strategy is taught with the belief that all students, given enough time, can reach reasonable instructional objectives. (3) Cooperative Learning Teaching Strategy, it uses peer tutoring and team cooperation to encourage student learning. It emphasizes motivation, as did mastery learning, and like the other two models can be implemented by teachers in both elementary and secondary school classrooms using the instructional materials of that system. The key components of the strategy are peer interaction, cooperation, and communication.

There are some researchers who has been analyzed the teachers' strategies in teaching English. The first study from Handayani (2019), in her thesis with the title "English Teachers' Strategy

in Teaching Speaking". The main purposes of this research are: (1) to describe the strategy used in teaching speaking (2) to reveal the factors that influence teachers choose that strategy. The type of this research was qualitative. In this research, the teacher and the students of SMP N 1 Balong were as subject of the research and the sources of the data. The techniques of data collection used were observation, interview, and documentation. The triangulation technique was for data validity. In this research, the data was analyzed used Miles et al. (2018), theory namely reduction data, display data, and conclusion. The result showed that some of the main strategies most often used by English teachers in SMP N 1 Balong to improve students' speaking skills are role play, drilling, outdoor activity, and direct strategy.

The second research from Fetria (2016) which investigated teachers' strategies in teaching English vocabulary in junior high schools Kecamatan Lima Kaum. This type of research is qualitative research. Research subject is an English teacher and junior high school student at Tanah Datar district, totaling 32 people. Sampling technique done by snowball sampling method. The data collection technique chosen by the researcher is an interview. The results showed that the strategy used by the teacher English in improving vocabulary at school is presentation strategies (using of picture, using body movement (gesture), using video, translation and exemplification), practice strategy (classroom test and games), strategy for strategies training (guessing from context and looking up dictionaries).

The third research from Dwiningtiyas et. al (2020) which aimed to figure out the strategies used by English teachers in teaching reading and how they applied the strategies. This research was designed as descriptive qualitative research. Participants of the research were two English teachers who teach in second grade of the school. Each English teacher had eight meetings that observed by the researcher. The instruments of the research were strategies checklist and interview. The instruments were used to figure out the strategies used and how the English teachers applied the strategies in teaching reading comprehension. The result showed that the teacher one used several strategies in teaching reading comprehension. The strategies were brainstorming, reading aloud, and asking for specific information. While the teacher two used nine strategies. They were encouraging the use of dictionaries, reading aloud, reread for checking comprehension, evaluating comprehension in particular tasks, and asking questions for specific information.

The last study conducted by Kasim & Luwiti (2020), which analyzed teachers' strategy in teaching listening based on Richard, J.C (2008) theory: bottom-up and top down. The subjects of this study are the lecturers of English Department of Universitas Negeri Gorontalo. The instruments were using observation and interview and utilizing qualitative descriptive analysis. The data showed that bottom-up and top-down strategies cannot stand alone, sometimes it will changes depend on learning material and students' condition.

Related to the explanation above, we know that teaching strategies refer to methods used to help students learn the contents of the desired course and can develop goals that can be achieved in the future. The teaching strategy identifies the various learning methods available to enable them to develop appropriate strategies for dealing with identified target groups. So, the writers carried out of study entitled "Teachers' Strategies in Teaching English at SMAS Muhammadiyah Kendari". This study was conducted to survey how the students' motivation in learning English of seven grade at

SMP Kartika Kendari. This study is limited to analyze the teachers' strategies in teaching English at SMAS Muhammadiyah Kendari.

Method

The research design stage was needed in the research which was literally a plan of how the research will be carried out. Therefore, the researcher used qualitative descriptive. Dörney (2007), states "qualitative data which usually involves recorded spoken data (for example, interview data) that was transcribed to textual form as well as written (field) notes and documents of various sorts".

The subject of this research was English teacher at SMAS Muhammadiyah Kendari who teaches in the twelfth grade. SMAS Muhammadiyah Kendari was one of the schools in Kendari which was located in street K.H. Ahmad Dahlan. In this school, there were many facilities provided by the school to teach English, such as Speaker that can be used in listening class, and there was also projector to show videos, pictures, or data that can make teacher easier in teaching English in the classroom. In obtaining the subject, the researcher used convenience sampling. Convenience sampling (also known as Haphazard Sampling or Accidental Sampling) is a type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study (Dörnyei, 2007). While, the researcher used this sampling because the sample was selected based on the available population and is easily accessible by the researcher.

There were two instruments of this study, namely observation and Interview. observation technique can be defined as a method of gathering data by directly observing situations or happenings in the field. In this study, the researcher will do observations directly to get information about the teacher's strategies in teaching English at SMAS Muhammadiyah Kendari. The observation will be gained three times. Those strategies are adapted from Lestari, Asrori & Sulistyawati (2019), Sharma (2015) & Kindsvatter (1996) in Wahidah (2015). The researcher did the observation three times in SMAS Muhammadiyah Kendari. To get the data, the researcher collected the data with these following steps: (1) The researcher observed in the classroom used video recorder to record the teachers' activities while teaching and learning process. It was to identify the teacher's strategies in teaching English. (2) The researcher collects the data observation in the classroom that occurs in teaching and learning process. (3) The observation was done in three times to teacher and takes 120 minutes per-meeting. While, Interview was a method of gathering information materials by asking and answering questions verbally, unilaterally, face-to-face, and for a specific goal. The writer used an in-depth interview to explain, support, and gathers more specific information of the teachers' strategies in teaching English. So, if the data from observation was still insufficient, an interview will be done. In this study, the researcher will do an interview directly with the teacher and the researcher will ask some questions which has been prepared by the researcher about the teachers' strategies in teaching English. The interview Questions were made by the researcher. The questions were consisted of 10 questions. The teachers' strategies in teaching English will also discover using interview technique. The interview was conducted in person with the teachers at SMAS Muhammadiyah Kendari. The researcher will be using video recorder to record the interview activities with the teachers. The purpose of interview was to know more information about the teachers' strategies in teaching English. To get the data, the researcher collected the data with these following steps: (1) After observation was done, the researcher prepared a few questions for interview. (2) The researcher confirmed the teacher who will be interviewed. (3) The researcher interviewed the English teachers at SMAS Muhammadiyah Kendari to know more information about

the teacher's strategies in teaching English. (4) The researcher analyzed the data of observation and interview to answer the research questions.

In this research, the researcher using three techniques in analyzing the data from observation and interview of a teachers at SMAS Muhammadiyah Kendari to get the result of the research, those were data reduction, data display, and conclusion drawing/verifications (Miles et al. (2018). (1) Data Reduction, the simplification, abstraction, and modification of raw data produced from field notes was the subject of data reduction, which was a selection process. Data reduction techniques include summarizing data, categorizing, detecting themes, and forming clusters. The researcher used observations (films, recordings, and notes) as well as an interview with the teacher to compile data for this study. In this step, the researcher makes a transcript in a narrative form. As a result, the information will be more easily readable. While the data from interview, the irrelevant material was removed, and only the necessary data was included in this stage. (2) Data Display, the next stage was to display the data that has been reduced. Data visualization was the process of arranging a set of data in such a way that it allows users to draw conclusions and take action. Qualitative research data can be shown in the form of narrative texts, field notes, matrices, graphs, networks, and tables. However, in this research researcher prep were observation scripts in a table and divide the teaching process into 3 activities, namely: pre-activity, while activity and post-activity. While, the data from interview, the researcher analyzed the relevant information about the teachers' strategies in teaching English. (3) Conclusion Drawing/Verifications, following the presentation of data in the form of a table, the researcher drawled conclusions or performed verifications based on the research's topic.

Findings and Discussion

Findings

In this section, the researcher presented findings to answer research question from observation and interview about the teacher's strategies in Teaching English. The researcher did observation three times in two weeks. The first observation was on 18th August 2022. The second observation was on 1st September 2022. And the third observation was on 5th September 2022. Every class took 120 minutes per-meeting. The observations were carried out in the same class, namely class XII, but with different materials. This class consisted of 21 students. The object of this research was one teacher because the English teacher in this school also just one teacher.

Moreover, the researcher did interview with the teacher face-to-face in SMAS Muhammadiyah Kendari. The interview was conducted on 5th September 2022. The interview with the teacher took 7 minutes with 10 questions. The 10 questions were made by the researcher. The researcher asked several questions related to the teacher's strategy in teaching English to strengthen the findings on observation. Based on the results of observations and reinforced by the results of interviews with the teacher, the researcher concluded that there were several strategies used by the teacher in teaching English. Before conducting interviews with the teacher, the researcher first explained about the teaching strategies of some of the researchers' theories.

From those observations, the researcher found eight strategies, they are: recalling memory, brainstorming, Pair Work, students' presentation, lecture method, multimedia method, independent study, & mastery learning. Those strategies were adapted from Lestari et al. (2019), Sharma (2015, p.44) & Kindsvatter (1996), in Wahidah (2015).

In this first observation, the teaching material was about personal letter. The observation conducted on Thursday, 18th August 2022 at 10.30 a.m. Based on the data observation, the researcher found three strategies that used by the teacher while teaching English. They are Multimedia method, lecture method and mastery learning. This was proved by the results of interview on 19th September 2022, the teacher said that:

"I also used mastery learning". The teacher also said: *"And there is a strategy that I use most often, namely the lecture method".* He added: *"Usually, I only use the media in the form of reading texts to be distributed to students".*

In the second observation, the teaching material was about offering help. The observation conducted on Thursday, 1st September 2022 at 10.30 a.m. The researcher found four strategies that used by the teacher during teaching in the class. They are brainstorming, multimedia method, lecture method, and independent study. This was proved by the results of interview on 19th September 2022, the teacher said that:

"At the beginning of the lesson I asked the students about their experiences regarding the material to be studied, which strategy was brainstorming". He added: *"There is a strategy that I use most often, namely the lecture method."* The teacher added: *"Independent study is rich in it, because I had a meeting about personal letters and at the second meeting, I also asked them to look for information in a dialogue text and a personal letter text."*

In the third observation, the teaching material was same with the second observation that was about offering help. The observation conducted on Monday, 5th September 2022 at 01.00 p.m. based on the data observation, the researcher found three teacher's strategy in teaching English. They are: recalling memory, in pair, and students' presentation, and mastery learning. This was proved by the results of interview on 19th September 2022, the teacher said that: *"I've used Pair Work and presentation strategies."* The teacher added: *"Recalling memory, I usually use several times."*

Discussion

In this section, the researcher explained more deeply about the strategies used by teachers in teaching English at SMAS Muhammadiyah of Kendari. Based on the result of observation and interview, the researcher found seven strategies that used by the teacher in teaching English, those are: recalling memory, brainstorming, lecture method, independent study, Pair Work, and students' presentation and mastery learning. (1) Recalling Memory, recalling memory is one of the methods used to measure how much memory is in the student's head. Students need to be able to recall information in order to retain what they learnt in the prior class. From the observations and interview, the researcher concluded that this strategy is often used by teachers to see students' knowledge of the material they have learned in previous meetings. It was also confirmed by the teacher during the interview, that a strategy that could be used to test students' understanding of the material he gave was to ask students to re-explain the material they had learned. Lestari et al. (2019), stated that recalling memory is important to help students remember the material they have learned in the previous meeting. (2) Brainstorming, brainstorming is one of the strategies used by teacher when teaching English. As the researcher explained in the previous section, the teacher used this method at the beginning of learning before entering the core material by linking student experiences with the material to be studied. In this strategy, students are given the freedom to express their

opinions and the teacher also openly justifies students' opinions. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas (Handayani, 2019). (3) Independent Study, independent study is a teaching strategy to enhance and support other instructional activities and independent study as an individualized learning that allows student to define problems or questions and analyze information. Based on the results of observations, when the teacher applies this strategy in the classroom, students do the assignments given by the teacher in class independently without asking for help from other friends. (4) Lecture Method, the lecture method is a method that provides explanations of a material. Students usually sit while listening to the explanation of the material presented by the teacher. The teachers applied lecture method for some teaching material which needed more explanation before.

Based on the results of observations, the teacher for some time explained the learning material to make students first understand the material. This was confirmed by the teacher in the interview, he said that he used the lecture method when teaching several times to clarify learning material. Sharma (2015), in her research proposed one of the advantages was the students can be focused in accepting the teaching material, while the disadvantages was the students became passive rather than active in the learning process. (5) Pair Work, pair work is a strategy where student work with their partner to discuss about the material given. According to Harmer (2007) in pair work, students can practice language together, study a text, research language or take part in information-gap activities. In this study, the teacher used this strategy when teaching one of the materials, where the teacher asked students to work together in pairs to make a dialogue. (6) Students' Presentation, the purpose of the presentation is for students to better understand the material, because given the task they must read. From the results of the discussion, the students then presented the results of their discussion. With the method used, it could train students to learn actively in delivering assignments orally and as a result, it was hoped that all students can actively participate in the learning process. (7) Mastery Learning, mastery Learning is a teaching system approach that requires students to completely master each unit of lesson material, both individually and in groups, as evidenced by the completeness of student learning outcomes using various methods applied. Based on the observation, the teacher used this teaching strategy in teaching English. The researcher concluded that the focus of learning on the individual acquiring writing, reading and speaking skill. It assumed that through this approach learning can be improved, and the variability in what students learn can be decreased. (8) Multimedia Method, multimedia is the use of several media to present information. This combination can contain text, graphics, images, video, and sound. but in this study, the teacher only used text media. The teacher uses this method several times, namely at the first, second and third meetings. It was confirmed directly by the teacher that he often used text media to be distributed to students so that students easily understood the learning material explained when using the lecture method.

Conclusion

Based on the result of observation and interview, the researcher took a conclusion that the teacher used several strategies in teaching English. Those strategies are recalling memory, brainstorming,

lecture method, pair work, students' presentation, independent study, pair work, and mastery learning. Each meeting, the teacher used different strategies, but some are the same such as recalling memory and independent study strategy.

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