ENGLISH TEACHING STRATEGIES ON "EFFECTIVE ENGLISH COURSE (EEC)" JOMBANG

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ABSTRACT

Holifah. 2023. *English Teaching Strategies on "Effective English Course (EEC)" Jombang*. Skripsi, English Education Departement Faculty of Teacher Training and Education University of Islam Malang. Advisor 1: Dr. Alfan Zuhairi, M.Pd; Advisor 2: Dr. Atik Umamah, S.Pd., M.Pd.

**Keywords:** English teaching, teaching strategies, non-formal education.

Teaching strategies are ways that are carried out by a teacher to achieve learning targets. The teaching strategy created by the teacher is a crucial aspect of learning activities. In the case of non-formal education, for example, English language courses, the use of learning strategies is different from that in schools in general. This difference occurs because of differences in objectives and systematic between formal and non-formal education. This study aims to determine the English teaching strategies used by tutors in non-formal education, Effective English Course (EEC) Jombang, especially in the general class program. The general class program has 3 levels; Basic Class (BC), Prospective Model Class (PMC), and Model Class (MC). This study uses a qualitative approach with a case study design. Researchers used two instruments which are observation and interviews. The research subjects were 3 tutors, consisting of the EEC director and 2 tutors of BC/PMC level and MC level. To analyze the data, the researcher used the data analysis method by Miles and Huberman (1992) by reducing the interview data according to the topic under study, then displaying the reduced data by describing the important points, and finally drawing conclusions by classifying the results of the related data.

The results of the study show that the tutors do not make a systematic lesson plan (RPP) like in formal schools in general. However, the tutors still prepare lessons well. Tutors prepare materials from various sources and also use teaching strategies. The method used by the tutors is based on the level of the student. At the BC and PMC levels, the tutor class tends to apply the drilling method, because at this level students focus on learning tenses and the student's achievement target is being able to communicate well in English. Meanwhile, at the MC level, the tutors apply the Improving Thinking Ability method. The tutor chose this method because the target achievement for the Intermediate class MC level was public speaking. The learning system at the MC level also tends to focus on discussions and presentations. Furthermore, in the EEC environment, the tutors use the direct method strategy where all students are pressured to use English

while in the EEC area both inside and outside the classroom. This Direct method is applied as a support in improving students' communication skills Outside the classroom there are supporting activities such as meetings, expo programs, and performing arts. The tutors also carry out assessment activities on student activity both inside and outside the classroom. In addition, assessment activities in the form of exams and oral tests are also distributed as the final assessment.

In conclusion, based on the results of this study teachers are advised to prepare well for all the teaching needs. Teachers should also choose a suitable strategy based on students' abilities. Teachers could make activities outside the classroom as a support so that students are able to implement their knowledge in the real context. Then, teachers are advised to arrange activeness assessments of students and not rely on one assessment instrument. The strategies described in the findings can be a reference for teachers to apply learning strategies and can be studied more deeply for future researchers.
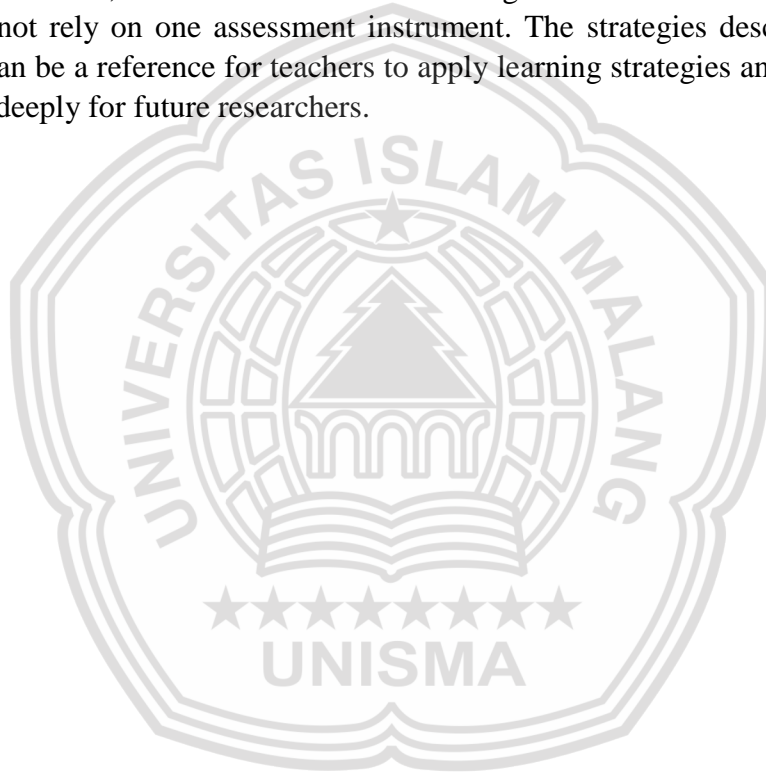
CHAPTER I

INTRODUCTION

This chapter provides the background elements of the research. This chapter introduces the background of the study, the research problems, the objectives of the study, the significance of the study, and the definition of key terms.

1.1 Background of the Study

Teaching English as a foreign language is undoubtedly not something easy. Language is the outcome of social interaction in society rather than an individual's creation, and each person abides by the linguistic norms that are in place in the community by doing either the same or imitating others (Chaer, 2003). The construction of an appropriate and positive language environment will have a significant impact on someone's language abilities. However, the mother tongue is a significant barrier in some nations, such as Indonesia, where English is only developed as a foreign language and not as a second language. Students in their environment will find it difficult to practice their English. This phenomenon underlies the emergence of non-formal education, such as language courses.

Learning English in non-formal education is different from the schools regarding both the strategies and materials. Non-formal courses do not use any curriculum; the material taught is tailored to the student's needs and the targets to be achieved (Ningsih, 2021). In most English courses in Indonesia, not a few

create an English-speaking environment around them, and the most popular is the term "Kampung Inggris". Over time, Kampung Inggris has finally become a new trend for courses in Indonesia, where many course places have begun to create an English atmosphere by requiring students to use English while in the course scope (Yulianingsih, 2020). One obvious example is Effective English Course (EEC) which also applies an English-language atmosphere.

Slamet (2003) stated that the following elements are necessary for effective learning: a) active learning, both mentally and physically, b) educators must use many methods and strategies when teaching, c) the existence of motivation because motivation plays a role in the progress of students, d) good and balanced curriculum, e) educators need to consider individual differences, f) educators make plans before teaching, g) educators must have the courage to face students and problems that arise during the learning process, h) educators can create a democratic atmosphere in educational institutions, i) educators need to stimulate students to think by giving problems.

In the sphere of education, both formal and non-formal, the term strategy is inseparable from both teaching and education. According to Stern (1992), the concept of teaching strategies depends on the assumption that the teacher consciously creates a learning atmosphere that makes it easier for students to achieve certain learning goals. The impact of teaching strategies on learning cannot be ignored because the treatment affects students' personalities and academic motivation (Lisa et al., 1997). The tutor is the main role that imparts

techniques and skills to students. They are responsible for providing and creating an interactive, inspiring, fun, and challenging. In addition, tutors should motivate students to participate actively and provide sufficient space for initiative, creativity, and independence based on students' talents, interests, and physical psychological development. In this case, the tutor's creativity in choosing the right strategy to use in learning is essential because it will affect the objectives of the teaching itself.

Previous studies such as Chomaru (2018) and Inayah (2018) confirmed in their findings that there is a significant and positive correlation between tutor competence both learning motivation, and the effectiveness of the learning process. Regarding teaching strategy, Lina et al. (2015) stated that communicative strategies should be introduced to English students because it is beneficial for English students to clarify how to learn English optimally, given the environmental conditions in some English courses are adequate. In line with that, Febriyanti (2016) also revealed that Communicative Language Teaching is helpful for mastering structured language and mastery of communication. Meanwhile, Ningsih (2021) classified design English teaching strategies applied in non-formal education LP3N Kerinci there are three: Grammar Transactional Method (GTM), Total Physical Response (TPR), and the Direct Method. The strategies used at each grade level differ depending on the material taught, the student's English skills, and the student's age.

From the review above, most of the research focuses on the correlation and implementation of a strategy, but few studies discuss or describe the types of strategies that are applied in non-formal courses that have levels, such as the study conducted by Ningsih (2021). Therefore, this research will focus on the types of teaching strategies carried out in Effective English Course (EEC) non-formal education. This course has been established for more than 20 years and has become one of the leading English courses in Jombang. The learning system applied in this course is classified into three programs based on the level of students, including; Children Class, General Class (main program), and Pasca Model Class.

1.2 Research Questions

1. How do the tutors plan learning?

2. What strategies are used by tutors in classroom activities?

3. How do tutors conduct the assessment?

1.3 Objectives of Research

1. To know how tutors plan learning.

2. To analyze the teaching strategies that are used by tutors and explain how tutors apply it, in learning activities.

3. To know how tutors conduct the assessment.

1.4 Significance of Study

This research is expected to provide clear information about English language teaching strategies in non-formal education. In addition, it can also complement previous theories related to English teaching strategies. The results of this study can aim to provide useful theoretical and practical information for certain stakeholders.

1. Theoretically

   It is expected that the findings of the research can support and complete the previous studies related to English teaching in non-formal education.

2. Practically

   The research expects that the finding of the research can be practically useful for teachers and future researchers:

a. Teachers

   It is hoped that this research can provide valuable information for teachers about teaching strategies that can be applied in classroom learning as a support for the achievement of learning targets.

b. Future Researchers

   This research can be used as a reference as well as material for consideration for future researchers who are interested in conducting further in-depth research on teaching in non-formal education.

1.5 Scope and Limitation

Each program in EEC Jombang has its level based on the level of students. The Children's Class program had two levels. The first level is EC/English for Children, intended for beginners in elementary school grades four to six. The second level is Pre-Basic Class (Pre-BC), intended for beginners ranging from grade six elementary school to grades seven and eight senior high schools.

The main program provided by this institution is General Class which is intended for students in grades eight and up. This program had three levels. The first is Basic Class (BC), the second is Prospective Model Class (PMC), and the third is Model Class (MC). Next is the latest program from the EEC Institute, Pasca Model Class (Pasca MC). This program is devoted to additional materials that have not been obtained in previous programs, such as teaching procedures and microteaching practices.

This research only focused on teaching strategies, including lesson planning and assessments conducted by tutors in the General Class level as the main program and had the most students among other programs.

1.6 Definition of Key Terms

To clarify the key terms used in this study, some definitions are given in the following.

a. **Teaching Strategies**

The teaching strategy is defined as a systematic effort made by tutors to facilitate the achievement of targets and success in learning activities in non-formal education.

b. **Non-Formal Education**

Non-formal education is an educational path outside of formal education that can be implemented in a structured and tiered manner. Non-formal education, which is the focus of this research, is an English language course.
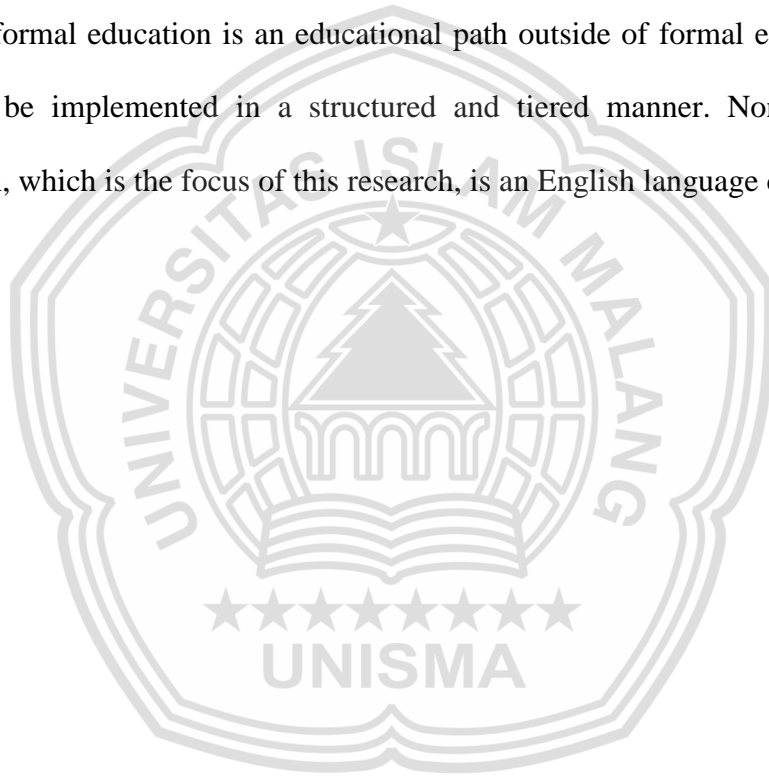
CHAPTER V

CONCLUSION AND SUGGESTION

To expand the previous concept, this chapter elucidates the conclusion and also suggestion. Those are designed to outline finding based on previous research, then the suggestion to explore substantial things that need to concern to face current development.

5.1 Conclusion

Based on the research findings that discussed what had been explained regarding the English teaching strategies carried out at the Effective English Course (EEC) Jombang it could be concluded that several things did not seem to affect the effectiveness of teaching; for example, there was no lesson plan (RPP) before the tutor taught in class however, learning activity was still carried out well. The tutors prepared the material well, including the assignments and exercises given, before they began the class. Furthermore, the tutors also treated students well, even with small things. It started by explaining the material loudly and clearly, patiently responding to students' responses, then actively communicating and stimulating students to be actively involved in the class.

The use of learning methods in the General Class program is different according to the achievement of the target of each level. BC and PMC levels use drilling methods while MC levels use improving thinking ability

46

methods. But from the three levels both BC, PMC, and MC all use the direct method, where tutors use English as the language of instruction in the classroom. At the same time, EEC has English-based outdoor activities and events such as meetings, expo, jogging, and art performances.

The last is assessment activities. Assessments are carried out both in formative and summative forms. A formative assessment was carried out by the tutors at each meeting. BC tutor assesses by giving assignments, exercises, practice, and student activeness in communicating. On the other hand, MC tutors assess students based on active discussion and accuracy of presentation. While the summative assessment, EEC prescribes several tests such as exams to increase levels, from BC to PMC, oral tests, from PMC to MC, and also travel, for MC level, to determine graduation. However, in general, every student activity didn't escape the evaluation of the tutors, especially their liveliness while at EEC itself.

5.2 Suggestion

Based on research findings on English teaching strategies in the Effective English Course (EEC) Jombang, the suggestions for teachers and further researchers were presented as follows.

For teachers, well preparation before teaching is very important to do. Even though the teacher does not make a systematic learning plan, at least the teacher prepared well about the teaching materials, assignments and exercises

to be given to students and what strategies are appropriate to use. The learning methods and other activities implemented at EEC could be used as a reference in learning English for students. Teachers are advised to choose a suitable strategy based on students' abilities. Teachers can also make activities outside the classroom as a support so that students are able to implement their knowledge in the real context. Then, teachers are advised to arrange activeness assessments of students and not rely on one assessment instrument.

For further researchers, the researcher conveyed that the results of his research could be used as a reference for those who wish to conduct research on strategies teaching English in non-formal institution and allow for topics or aspects that need to be studied more deeply.
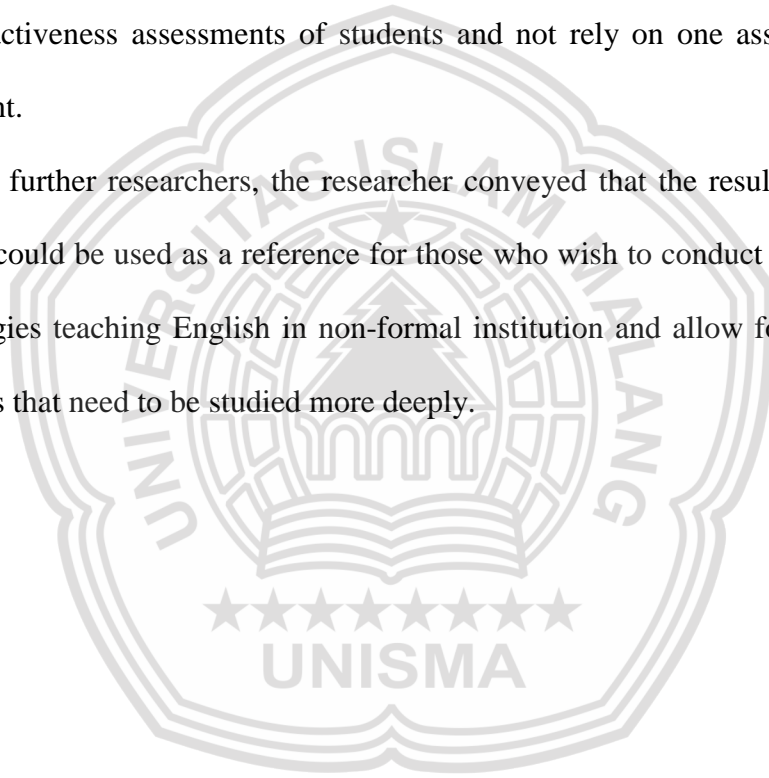
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