

Jurnal SERAMBI ILMU



Journal of Scientific Information and Educational Creativity

VOLUME 24

NOMOR 2

EDISI SEPTEMBER 2023

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Diterbitkan Oleh
FKIP Universitas Serambi Mekkah Banda Aceh

Jurnal
Serambi Ilmu

Volume 24

Nomor 2

Hal.
77 - 260

Banda Aceh
September 2023



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Forewords

Praise and gratitude to Allah SWT, because of Allah's love for us so that we are still given a long life and can carry out our various daily activities. May all our activities become our acts of worship, Aamiinnn

We are also be proud that the number of submitted manuscripts is quite large, but only a few are acceptable and worthy of publication. This means that Jurnal Serambi Ilmu has become one of the scientific publications that are considered by experts and education enthusiasts.

For this reason, Jurnal Serambi Ilmu is committed to continuing to maintain the quality, service and discipline that applies in scientific publications.

September 27, 2023
Editor in chief,

Dr. Abubakar, M. Si

Indexing By :



GARUDA
GARBA RUJUKAN DIGITAL



Analysis Of Tentor Strategies In Improving Students' English Skills At Harith Foundatioin Course Institution

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Received July 14 2023 : Revised September 22, 2023; Accepted September23, 2023

Abstract

The purpose of this study is to analyze the strategies used by tutors in teaching English at the Harith Foundation Course Institution. The subject of this research is an English tutor who teaches at the Harith Foundation Course Institution. The researcher uses Roy Killen's theory to analyze the strategies used by tutors in teaching English. Roy Killen's theory is a teaching strategy that consists of nine techniques, namely direct instruction, discussion, group work, cooperative learning, problem solving, research, role playing, case studies, and writing. This study used a qualitative method with an approach to descriptive analysis. Data was collected through observation, semi-structured interviews and observations of the Harith course institute tutors Foundation. The results of the research show that Learning techniques used by tutors in teaching English at *Harith Foundation course institutions* are Problem Based Learning, Project Based Learning and Cooperative Strategies and Techniques for assessing students' success in learning English by tutors at *Harith Foundation course institutions* are pretset and posttest.

Keywords: english learning, teaching strategies, tentor, efl

INTRODUCTION

In order to face the era of the industrial revolution 5.0 which is increasingly integrated and connected with technology, English is a universal language and is important to learn and master for global communication, access to resources, global marketing skills, global job opportunities, and worldwide collaboration and innovation. Therefore a good teaching strategy is very important in teaching English which can help students learn more effectively by using the right strategy, teachers can help students understand and remember English material better. Appropriate strategies can also help students improve their speaking, listening, reading and writing skills in English.

A good teaching strategy can motivate students to learn English, when students feel involved and feel that learning English is fun, they will be more motivated to learn by overcoming student learning difficulties, each student has a different learning speed and some students may experience difficulties in understanding English material but by using appropriate teaching strategies, teachers can help students who have difficulty understanding English material so as to foster students' interest in English and understand how important English is in today's global era.

In the process of learning English, the learning objectives desired by teachers usually have little impact on student achievement. In fact, there are several factors that influence the process, namely teachers who still have difficulty choosing suitable methods and strategies to use, and students who find it difficult to learn English because they are not used to foreign languages in their social community. Even so, the most prominent problem faced by teachers is because each student is not the same as they have differences in terms of knowledge, abilities, and also learning styles between one student and another student. In addition, teachers also experience challenges in terms of teaching English at the youth level which will be more difficult than teaching English at the adult level because the two have different characteristics (Hayati: 2021).

Harith Foundation Course Institution found several problems that the tutor found it difficult to find the right strategy in teaching English because they had difficulty matching the strategy with the material presented and its application in classes where students have different abilities, some students are more understand and learn in a visual way, while others understand and learn more in an auditory or kinesthetic way. This is a problem for the teacher in meeting the individual needs of each student.

This study has several objectives, namely to describe the application of teacher teaching strategies to EFL classes at Harith Foundation Course Institution. To find out the reasons teachers choose teaching strategies in EFL classes at Harith Foundation Course Institution and find and describe the difficulties faced by English teachers at Harith Foundation course institution

In this section the researcher will explain several things related to this research. Some of them are related to learning English, tutor strategies, in related research. According to Professor Abdul Chaer, English is an international language which is very important in the context of globalization and technological advances. Excerpt from his book entitled "Sociolinguistics: An Introduction" in 2010. In another hand Professor Mochtar Lutfi believes that teaching English in Indonesia should be focused on mastering speaking, reading, writing and listening skills. Excerpt from his book entitled "Developing English Competence for Senior High School (MA) Grade XII Students" in 2009. Dr. Abdul Hamid emphasized the importance of developing teacher skills in teaching English and paying attention to students' psychological and social aspects of learning. Excerpt from his book entitled "English Language Teaching and Learning in Indonesia: Changing Policies and Practices" in 2017. as well Dr. Heriyanto stated that teaching English in Indonesia should focus more on developing language skills in

students and paying attention to students' needs and interests in learning. Excerpt from his book entitled "The Implementation of the 2013 Curriculum in English Language Teaching in Indonesia" in 2016.

In conclusion, the views of English language experts in Indonesia are in line with the views of experts from abroad that English has an important role in the context of globalization and technological progress. However, they also emphasize the importance of developing language skills in students and developing effective teaching methods in teaching English.

Types of teaching strategies according to Roy Killen in his book "Effective Teaching Strategies: Lessons from Research and Practice" mentions 9 types of effective teaching strategies, including:

1. Direct Instructions

Direct Instruction is a teaching method that is structured, direct, and effective in introducing or strengthening students' knowledge. This method involves the teacher giving instructions directly to students with the aim of teaching certain concepts or skills, and providing continuous feedback to students.

Direct Instruction enables teachers to provide instruction efficiently and direct learning in the desired direction. However, criticisms of this method include reliance on standardized problem solving and a focus on knowledge rather than application of knowledge. Therefore, this method is often combined with other teaching strategies to achieve optimal learning outcomes.

2. Discussion

Discussion is a teaching strategy that engages students to participate actively in conversations or debates about certain topics. Discussion involves a process of critical thinking and expressing opinions openly to reach a common understanding.

The benefits of discussion teaching strategies include improving speaking, listening, and critical thinking skills. Students can also learn to work together in groups, respect the views of others, and build shared understanding. Discussions can also help students gain a deeper understanding of a particular topic because they are actively involved in the learning process.

3. Small Group Work

Small group work is a teaching strategy that involves students working together in small groups to achieve certain learning goals. Small groups usually consist of 3-6 students and are organized in such a way that each group member has a clear role in learning activities.

In small group work, students are given the opportunity to work together to solve problems, answer questions, or produce certain products. Teachers can provide directions or limits for tasks to be completed, but students have the autonomy to choose the best way to achieve their goals. Small group work can be done in a variety of formats, such as small group discussions, small group projects, or small group assignments. This strategy provides opportunities for students to build interpersonal skills, such as communicating, working together, leading, and solving problems. In

addition, small group work can also help students who have special needs or who feel more comfortable working in a smaller environment.

4. Cooperative Learning

Cooperative learning is a teaching strategy that places students in small groups that work together to achieve learning goals. In cooperative learning, students work together to complete a specific task or project, with each group member having a clearly defined role in the learning activity.

Cooperative learning prioritizes cooperation, active participation, and the development of students' social skills. Students are taught to help each other and support each other, as well as communicate and solve problems together in groups. There are several cooperative learning models, such as the Think-Pair-Share, Jigsaw, STAD, and TGT models. Each model has certain characteristics and rules that encourage student participation and cooperation in groups.

5. Problem solving

Problem solving can be taught through learning strategies that require students to solve problems or make decisions in structured situations. Several learning strategies that support the development of problem-solving skills include case studies, simulations, problem-based learning, and projects.

In problem-based learning, students are also expected to use critical and creative thinking skills in finding the most effective solutions. By applying problem-solving skills in everyday life, students will be accustomed to solving problems and making the right decisions, so they can produce positive and productive results.

6. Research

Research teaching strategy is a teaching approach that is based on the results of research or research that has been done before. This strategy involves using information from the latest research in teaching and learning to develop more effective teaching methods.

Research teaching also includes the use of technology in learning. Research shows that the use of technology in learning can increase student motivation and help students to be more involved in the learning process. Teachers can use technology to create multimedia, video, or audio presentations to help students understand the concepts being taught.

7. Role Playing

The role playing learning strategy is a learning approach in which students play certain roles in situations created to help them understand and internalize the concepts being taught. In this strategy, students imitate different roles, take over the characters and take actions according to the situation at hand, so that they can understand concepts in a more real and practical way.

In the role-play learning strategy, the teacher chooses a situation that is appropriate to the learning material and determines the role to be played by students. Then students play their respective roles using the skills and knowledge they have

learned. Through role playing, students can improve their social skills, such as the ability to communicate, cooperate, and make decisions, as well as strengthen their understanding of the concepts being taught.

8. Case study

The case study learning strategy is a learning approach that involves in-depth analysis of real cases or real-life situations to understand certain concepts, theories or problems. In this strategy, students analyze and solve problems related to a given case, so they can understand the context and complexity of the problem and learn to apply their knowledge and skills to solve problems.

In the case study learning strategy, the teacher chooses relevant and interesting cases to study, whether they are cases in history, social sciences, science, or business. The case is then given to students to be analyzed and find a solution. Students are also expected to make conclusions and recommendations based on the analysis they have done.

9. Write

Writing learning strategy is a learning approach used to help students develop effective and creative writing skills. This strategy includes a variety of techniques and activities designed to help students learn how to write well, including developing ideas, selecting appropriate topics, planning the structure of writing, using effective and appropriate language, and revising and editing their writing.

Writing learning strategies usually begin by providing explanations and demonstrations about how to write, including the purpose of writing and how to organize ideas and information in writing. The teacher can then provide examples of good writing, and help students understand the evaluation criteria used to judge the quality of writing.

METHOD

The method used in this study is qualitative research using a descriptive analysis approach to explain the implementation of learning English using a project-based learning approach to improve tenors' English skills at the Harith Foundation Course Institution and the strategies they use in teaching English. The author conducted semi-structured interviews with five tenors at the Harith Foundation Course Institution and use documentation in the form of video projects as supporting data. The data was then analyzed using qualitative data analysis methods, interactive models including data collection, data reduction, data presentation and drawing conclusions.

Participant/Respondent

Participants are all people or humans who participate or take part in an activity. According to the views of (Sumarto: 2003). participants namely: "Taking part or involving people or society by providing support (energy, mind or material) and responsibility for every decision that has been taken in order to achieve the goals that have been determined together".

It can be concluded that participants are subjects who are involved in mental and emotional activities physically as participants in responding to activities carried out in the teaching and learning process and supporting the achievement of goals and are responsible for their involvement. In this study the researchers involved participants, namely one of the tutors at the Harith Foundation course institution which taught English subjects.

Data Collection Techniques

A. Observation

Observation is a data collection technique that is carried out by observing the behavior or activities of the data source, in this case the mentor at the Harith Foundation course institution, either directly or indirectly. Observations are made with the aim of obtaining information about the characteristics, behavior, or activities of certain individuals, groups, or objects.

B. Interview

Interviews are a data collection technique that is carried out by asking respondents directly through face-to-face, telephone or online conversations. Interviews were conducted with the aim of obtaining information about opinions, views, experiences, or knowledge from respondents.

In interviews, researchers convey certain questions to respondents and record or record respondents' answers for later analysis. Interviews can be conducted in a structured manner, namely by using a pre-arranged list of questions, or unstructured, namely by allowing the respondent to answer freely and deepen their responses.

C. Documentation

Documentation is a data collection technique that is carried out by recording or obtaining written, audio, or visual documents or recordings related to the topic or research problem. Documents or records used in documentation can come from sources such as archives, letters, notes, pictures, photos, audio, or video.

In documentation, researchers usually collect data by collecting documents or records available in places such as libraries, archives or websites. After that, the documents or records are analyzed and interpreted to obtain data relevant to the research topic.

Data Analysis Techniques

Qualitative research data analysis is the process of organizing, understanding, interpreting, and giving meaning to the data collected in qualitative research. Qualitative research involves collecting data in the form of words, pictures, or sounds, not numbers or statistics. Therefore, qualitative data analysis is carried out with a different approach compared to quantitative research.

Here are some steps in qualitative research data analysis:

1. **Transcription:** Transcription is the process of converting verbal or audio data into writing. Data can be in the form of interviews, observations, or field notes.
2. **Codification:** Codification is the process of labeling the pieces of data or segments that are relevant to the research topic. Pieces of data can be encoded by labeling or marking words or sentences that frequently appear in the data.
3. **Grouping:** Once data has been coded, it can be grouped into larger categories or related themes. This process of grouping helps in gaining a more holistic and abstract understanding of the data.
4. **Analysis:** Analysis is the process of understanding and interpreting data. The analysis process can be carried out by identifying relationships between themes or categories, comparing findings between participants or experiences, and making a synthesis of the results of the analysis.
5. **Verification:** Verification is the process of checking the results of the analysis and ensuring that the data supports the findings or conclusions drawn.
6. **Interpretation:** Interpretation is the final stage in qualitative data analysis. At this stage, the researcher gives meaning to the data and interprets the results of the analysis in a broader theoretical and social context.

Qualitative research data analysis is heavily influenced by the researcher's interpretation, the researcher's experience and expertise, and the social and cultural context in which the data is collected. Therefore, qualitative data analysis is often considered subjective and requires deeper understanding and reflection.

RESULTS

Based on the results of the interviews that the author conducted with the tutors at the Harith Foundation Course Institute Foundation, it is known that tutors use problem based learning, project based learning and cooperative learning teaching strategies, as revealed by the tutor by answering the author's question,

1. What strategy do you use in teaching English to your students?

“Okay, so the strategy I use varies depending on the material and the class I teach, usually it's problem based learning, project based learning or cooperative strategy.”

2. What types of teaching strategies are most effective for you in teaching English to your students?

“In my opinion all learning strategies are effective depending on the material that I will present so for example in class I teach focusing on grammar or speaking so in that case I apply problem based learning and the results of the evaluation show effective results because I can carry it out according to the lesson plan I give it, so the effectiveness is based on the lesson plan that I have presented and the way I deliver the lesson.”

3. Why do you use this strategy?

“I think that's what my students need, so I also choose a strategy based on the students' needs and the material I present.”

4. How do you adapt your teaching strategy to the learning styles of your students?

“I have to know that most of my students are visual or audio-visual learners who prefer visual or audio, so if for example most of the visuals I will use a strategy that contains techniques that lead to lots of images or video displays, if for example most students are audiotorial then I will combine them by listening with pairs to have conversations, so I do it based on the frequency of student learning styles then if the results of student frequencies between visual and auditory are balanced then I will combine the two learning techniques in some of their actions or learning styles so there are several activities that I present where to use audio as well as visuals”

5. From the use of these teaching strategies, do you feel an increase in student learning outcomes?

“If things like that, sometimes it increases sometimes it stays so it depends on the cognitive ability of the students so sometimes when I teach some people get good evaluation results, some are fixed and require some further action.”

6. During your implementation of the strategy, have you experienced any problems?

“The problem I usually experience is time, because sometimes students still want to do learning activities but we are limited by time, so I will end the activity and evaluate it normally because the learning activities are carried out long enough and the time is up, so the evaluation process is normal. I will do it in the next meeting or I usually reduce the number of evaluations.”

7. How do you help your students overcome difficulties in learning English such as understanding new vocabulary or difficult sentence constructions?

“If, for example, students have difficulty understanding new vocabulary, I usually do several repetitions, for example students find it difficult to pronounce the word they just heard, then I will repeat several times or I will use a mnemonic method, namely applying sentences in Indonesian that are easy for students to remember, if students find it difficult understand sentence structure, I usually make a few example sentences first then I challenge students to arrange sample sentences that I have randomly cut into pieces on paper and then arrange them by students or rewrite them by students, from these results most students have started understand the arrangement of difficult sentences with results that are not far from the examples I have given”

8. How would you rate your success in teaching English? What indicators do you use to assess student success and are there any improvements that could be made to your teaching methods?

“As I said earlier, at the beginning of every meeting I do a pretest, this pretest is a collection of materials that have been prepared later after the end of the semester I will do a posttest. From the results of the pretest and posttest I will compare the success of students in learning the material that I present.”

DISCUSSION

A good teaching strategy can motivate students to learn English, when students feel involved and feel that learning English is fun, they will be more motivated to learn by overcoming student learning difficulties, each student has a different learning speed and some students may experience difficulties in understanding English material but by using appropriate teaching strategies, teachers can help students who have difficulty understanding English material so as to foster students' interest in English and understand how important English is in today's global era. Being able to adapt learning strategies to student learning styles can help improve good learning

Based on this statement the author then conducted research on the three learning techniques which explained that

1. Problem-based Learning

Problem-based learning is a learning approach in which students learn through solving real problems. In Problem-based learning, students are faced with complex problems that represent real-life situations and then work collaboratively to find solutions.

In the context of learning English at the Harith Foundation Course Institution, Problem-based learning can be implemented by giving students tasks or problems related to daily life or professional situations where they have to use English to solve problems. For example, students could be given an assignment to design an advertising campaign in English for a particular product, or they could be asked to put together a presentation in English on a topic relevant to their field of study.

Through Problem-based learning, students not only acquire English skills, but also develop critical thinking, collaboration and problem solving skills. They must identify relevant information, analyze situations, develop strategies, and communicate clearly and effectively in English. Problem-based learning can also increase students' motivation and involvement in learning, because they have active responsibility in solving problems and achieving learning goals. Thus, Problem-based learning is an effective approach to promote meaningful and authentic learning of English.

2. Project Based Learning

Project-based learning is a learning approach in which students learn through active participation in real projects. In Project-based learning, students are involved in projects that are relevant to real-life contexts, which require the application of English in various situations and assignments.

In learning English at the Harith Foundation Course Institution, Project-based learning engages students in projects requiring research, analysis and communication in English. For example, students may be asked to put together a presentation on a specific topic in English, create a short video, or design an English-based product or solution. Through Project-based learning, students develop English skills naturally when they are involved in activities that have practical relevance and use. They learn to collect and evaluate information, think critically, communicate clearly, and work in teams.

Projects in Project-based learning often involve stages of planning, research, developing solutions, and presenting results. Students have active responsibility in managing time, managing resources, and working towards achieving project goals. Project-based learning also promotes collaboration, creativity, and problem-solving skills, as students are faced with tasks that require thinking and teamwork. They learn to overcome challenges, deal with failure, and celebrate success. By integrating English into meaningful projects, PBL helps students acquire a wider range of language skills and develop confidence in using English in real-life contexts.

3. Cooperative Learning

Cooperative learning in learning English is an approach in which students work collaboratively in small groups to achieve English learning goals. In cooperative learning, students work together to achieve better understanding, help each other, and motivate each other.

English learning at the Harith Foundation Course Institution, cooperative learning engages students in activities such as group discussions, group projects, role plays, or collaborative assignments. The aim of cooperative learning is to develop speaking, listening, reading and writing skills in English, while promoting social interaction and teamwork.

In small groups, students can share ideas, discuss and give feedback to each other in English. They can help each other in understanding course material, correcting mistakes, or explaining difficult concepts. Cooperative learning also creates opportunities to practice communicating in English, hone speaking skills, and increase confidence in using the language. In addition, cooperative learning encourages the responsibility and active participation of each group member. Students learn to listen to the opinions of others, build shared understanding, and work towards achieving group goals. It develops collaboration, teamwork and negotiation skills, which are very important in real-life contexts.

Cooperative learning also promotes inclusivity and respect for diversity. Students with different language abilities can support and learn from one another. Cooperative learning helps create a positive learning environment and builds strong social relationships between students. Overall, cooperative learning in learning English provides opportunities for students to develop better language skills, build teamwork, and gain a more enjoyable and meaningful learning experience.

CONCLUSION

From the results of the discussion of the entire research process that has been described previously, the authors conclude a number of things as follows:

1. Learning techniques used by tutors in teaching English at Harith Foundation Course Institution are Problem Based Learning, Project Based Learning and Cooperative Strategies.

2. The obstacle faced by tutors in teaching English at Harith Foundation Course Institutions is the limited time for learning.
3. The strategies used by tutors at Harith Foundation Course Institution in overcoming difficulties in learning English such as understanding new vocabulary or difficult sentence structures are mnemonic strategies and random arrangement of sentences.
4. Techniques for assessing students' success in learning English by tutors at Harith Foundation Course Institutions are pretest and posttest

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