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AN ANALYSIS OF TEACHERS' STRATEGIES TO INCREASE STUDENTS' LEVEL OF ENGAGEMENT IN SPEAKING CLASS

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Abstract

Teachers strategies in order to teach English language are very important aspect. In addition to increase the student level of engagement in speaking class a good strategy is really needed. Therefore, using a qualitative method, this study was conducted in order to find how do the teaching strategies used by the teachers impact students' level of engagement. Then the researcher expected after conducting the interview with the teachers, there were some of good teaching strategies in order to increase the student level of engagement. Because of 2019 pandemic of Covid-19, this study also was conducted in order to find what teaching strategies are used by teachers in an online speaking class. There were also present some good teaching strategies in an online class to increase students' level of engagement. The last one is the study was conducted in order to know how do the teaching strategies used in an online speaking class differ from those used in a face-to-face speaking class. In conclusion, a strategy such as small group discussion and focused group discussion is the most widely used strategy and the most influencing student engagement.

Keywords: Teaching strategies, student engagement, speaking class

Introduction

English is an International language, almost all the country in this world used the language in many ways. Then, there are many things that we have to learn in order to adaptation with the others. Mastering English as a Foreign Language, offers a wide range of opportunities for people to increase their standard of living in today's society (Bougerne, 2011). Just like todays, we are in the generation that everything is based in the internet. It is possible to do everything with someone or something in the different world such as listening music, watching movie, reading articles, write anything and of course communicate with someone. For communication purpose in our life, especially in this era learning English language are important.

Participation plays an important role in the development of learners' learning, self-esteem and sense of belonging in the classroom. Engagement has several parts, one of them is participation. Student participation in the classroom should be considered one of the most desirable outcomes of teaching. The evidence has been improved that academic participation in the higher level are connected with better

academic performance, lower dropout rates and delinquency (Simeonsson, 2001). Further, engagement is also related with student willingness, their comfort in learning, and also related with task. Maybe we could enhance learner engagement level from some indicators like this.

There is no doubt that a good strategy from teachers in teaching is needed to increase the level of student engagement in the speaking class. The significant of using appropriate language learning strategies could be improve language skill in a positive way, as stated (Fedderholdt, 1997). Even for themselves, these English teachers have a very difficult task, because they also have to teach 3 other English skills besides speaking that is reading, writing, and listening. Although, basically these 4 skills are connected one with each other and can't be separated from each other when teaching.

There is a fact that a senior high school students' have lack in their ability to speak in others language such as English language. They rather well in writing and grammatical ability rather than speak fluently and accurately. These problems come from various aspect likes from the students that they think a speaking ability is not important for them, speaking is not really count as their achievement in evaluation or final score. From the teachers' sometimes, some of them also didn't care to their students' speaking ability because it is hard to fix it when they aren't native language and their final score is enough to measure these students are good in English or not. So, we need to keep them actively in our speaking class and engage them for making them get used to English word by attending our speaking class repeatedly. For this we need to know the method or the teachers' strategies to make the students' level of engagement in speaking class increases.

In the context of online learning during a pandemic teaching speaking can be more difficult for several reasons, the first reasons why it can be more difficult is the use of learning support applications for virtual meeting, such as google meet/zoom, has not been maximized. There are many of students did not join the class but only come in to the application, only their name. If the teacher is hard to control only for their participation so what about the other aspect in learning activity. The others reasons, (Huang et al., 2020) also details three main challenges in online learning in today's pandemic era. First, teachers have a limited time in preparing and/or adapting offline learning materials to online. The second one is lack or limited opportunities teachers and students in interacting directly and freely during online learning that result in disruption of the learning process. Third, the use of a pedagogical approach that effectiveness requires more effort in motivating and activating students in learning online. It will be interesting to know what teaching strategies teachers use to teach their students online.

From my personal experienced before, at SMA Negeri 2 Ngaglik, one of the schools located in Ngaglik Sleman, learning speaking offline sometimes the teacher use a song or the students used to perform in front of the class. Based on the explanation above, the researcher interested in observing and finding how strategies used by the teachers to increase student level of engagement in speaking class. Besides this, the researcher also interested with is it teachers of English language has different strategies while they teach in the pandemic era of Covid-19. Because of this, the researcher became curious and try to investigate this with a research entitled "An Analysis of Teachers' Strategies to Increase Students' Level of Engagement in Speaking Class".

This research aims to answer the following question: How do teachers' teaching strategies have impact on students' level of engagement in a speaking class? To help investigate the research question above, this research is guided by the following sub-questions such as firstly what teaching strategies are used by teachers in an online speaking class? Then the second questions are how do the teaching strategies used by the teachers impact students' level of engagement? And for the last questions is how do the teaching strategies used in an online speaking class differ from those used in a face-to-face speaking class?

Hopefully there are some benefits that can be obtained from this research. First, this study could be very beneficial for English teachers who try to find better ways to engage their students' in speaking class. Moreover, the teachers could use this research as a reference to conduct a study on different grades as well. Second, the findings of this research can be a reference for future researchers who are interested in conducting a study about teachers' strategies when they engage their students' in speaking class. Last but not least, this research could be beneficial for the students because it helps them to be more interested in develop their speaking ability. They will be able to know how important if they are active in the speaking class.

Method

The research design in this research using a qualitative method. According to (Creswell, 2012), qualitative research is a means to explore and understand the meanings ascribed to individuals or groups human social problems. The research process involves questions that arise and procedures; data collection in participant settings; analyze data inductively, building from specific themes to general themes; and make interpretation of the meaning of the data. Final written report has flexibility writing structure. This research setting was held in SMA N 2 Ngaglik, this school will be chosen because it has experienced in an offline learning, online learning and also blended learning. It also one of the school which has a significant progress both of academic and development in its area.

The sample of this research is English teachers of SMA N 2 Ngaglik. Purposive sampling; subjects were chosen because they can provide relevant information about topics and settings under investigation. It was chosen also because it was based on data saturation until the new data point where no more new information can be obtained. A different number of strategies are used to get participant sample for the study. The planned selection of a participant based on their attributes is known as purposive sampling, also known as judgment sampling. It's a non-random technique that doesn't necessitate any underlying concepts or a set number of participants. Simply put, the researcher identifies what data is needed and then seeks out persons who can and will provide it based on their knowledge or experience. (Etikan, 2016). So, in this research the participants will be selected based on some criteria. First, they are experienced teaching in senior high school. The second one is they are experienced both in an offline and online condition.

This part will be explained about research instrument. As stated by (Ary, 2010) qualitative research are commonly used observation, interviews, and document analysis in their research instrument. Interviews, in order to collect the data, is require asking questions and receiving responses from participants.

According to (Creswell, 2012), an interview is a period during which a researcher asks one or more participants questions and records their responses. So, in this study the researcher used a semi-structured interview and observations checklists to check the result of the interview and to minimize bias. Researcher using a thematic analysis method for this research. The thematic analysis method is a method for detecting, analyzing, and reporting patterns (themes) in data. It organizes and describes your data set in (rich) detail at a minimum (Braun & Clarke, 2006). The things that will be analyzed later, such as teachers' belief or their self confidence in borrowing their material and strategies in their class. The other things are how about impact on students' participation and for online learning, does internet connection affect their learning activity.

The procedure of this research is divided into several activities, there are first planning, action, observation, and reflection. In the planning part the activity such as preparing the materials for the interview, preparing what must be observed when doing the research, and many more. The next activity is the action of my research. This is the part when going to the target school for doing what the thing preparing before to do it. The activity maximum takes 3 days but it can be longer than 3 days.

The next activity is Observation, this is one of the instruments that used for this research to collect the data. For the last activity is reflection. The result for the whole activity then will be analyze. This is for is it any improvement in student ability because of the teacher strategies in speaking class.

Findings and Discussion

The findings of this research were divided into three parts, there are; interview with the teacher result, interview with the student result and an observation in their class. Because of the goal of this study is related to teachers' strategies and about students' engagement, the interview with the teachers' as planned in the previous chapter would measure those things. For the observation in the class would be used for minimize the bias from what the interview data delivered from the teachers', also it would be used for the data addition in student engagement and teachers' strategies in students' perception. The analyzing of the three instruments would be done by analyzing the voice record transcript and picture of the observation activity.

The first day of the interview with the teacher was conducted on May 17, 2022. The activity was started in the afternoon after the class because of the situation after pandemic era that the learning activity was ended in 11.30 o'clock in the afternoon, but the others teacher has a vacant time after her class at 9.00 o'clock in the morning. Because it was our second meeting and before of the interview activity was begin in the previous day, we were an appointment and for the meeting so we directly started the interview. Beside of their learning activity that was very crowded they could give an extra time to do a focused interview, so the researcher give a fully respect and special thank you. From this interview was obtained some data relating to the strategy teachers use in their classes and how engaged students are in their classes. The most strategy that was used by the teacher is by making small or large groups strategy. It can be also called as focused group discussion and cooperative learning, but they also mention others strategy likes problem based learning and project based learning.

At the second day, the activity was about observations and interview with the students'. From the observations first the researcher thinks that not too many

aspects what the teachers' mention in the interview before are false and what they mention before maybe was their experience in the others classes or previous batch students before of this observation. From the interview with the students, because of different people has different opinion so they have different answer to support the two teachers' interview result. The first teacher stated that she was get used to apply PBL (Problem Based Learning and Project Based Learning). She was liked an activity in her class using something like small group discussion and focused group discussion. At the first of her class she was explain to their students what will they do or what they will they have in the entire meeting that day. After checking the attendance and explanation about that material, she normally showed her student about their activity that they will do with a video or ppt with a projector.

She claims that this kind of method are forced student to be a critical thinking and get used in English language. For the student, she said that there are several students didn't like this method, but what do they not realize that this method actually trains them to learn English language unconsciously. The next teacher also said or claiming the same thing with that, but this one is not intensive as before. In the senior high school level, there are 2 types of English language the first one is english specialization and mandatory English. The second one teacher is teach a mandatory English so she is not using a PBL (Problem Based Learning and Project Based Learning) as intense as the teacher before, but she also using a group discussion as a primary strategies. In the end of their class this second teacher is also give her students methods to increase their English language ability by themselves like downloaded an online dictionary, but its only English to English.

Based on the observation, for the level of senior high school these strategies are quite enough to increase their engagement in English language. On the other hand, the first teacher that using an intense using problem based learning or project based learning just likes in the English specialization makes them a little bit difficult to do it because of their level only senior high school. Based on the observations the first teacher brings a positive energy in her class and the class atmosphere becomes live. The second teacher makes her student comfortable by deliver her material in a relaxed condition and fun.

Conclusion

A group discussion, inquiry learning, project based learning, and problem based learning are some of learning strategies that teacher in senior high school used to engage student participation. The effect of their strategies to the students in their class are conscious and unconscious because of the method they choose and how the teacher delivers the material. In an online class or pandemic era, it was kindly hard to teach students skill in every English skill because of the lack of time and others reasons.

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