

CHAPTER I INTRODUCTION

In this chapter, the research provides an overview and adjustments according to the title. The writer compiles a summary of each chapter which consists of seven sub-chapters namely background of the research, setting of the research, limitation of the research, formulation of the research, significance of the research, and purpose of the research. Finally, it discusses the definition of the key terms of the research.

A. Background of the Research

Language serves as an instrument for interaction between individuals. One of them is English which is used almost all over the world. Dash (2022) states that English language is essential since it is used so widely over the world and facilitates efficient communication. It acts as the main channel for the exchange of ideas, particularly in light of interconnection and globalization. English has been taught in every school in Indonesia because everyone regardless of nationality has to be able to communicate in English given the increasing globalization of society.

In addition, learning English is an essential language for education since it improves student motivation and academic progress such as theater activities and games can help students master the language naturally (Jafre at al., 2012). Students who study English are certain to acquire critical and creative thinking abilities, as well as communicative, intercultural, self-confidence, and responsibility skills. Because of the importance of English especially in

education then English became one of the compulsory subjects in schools. One of the schools that implements it is SMK Negeri 4 Rambah.

In SMK Negeri 4 Rambah English is taught Monday to Thursday with different schedules in each class. The schedule of English subject for classes X and XI is 3 hours lessons per week while for classes XII is 4 hours lesson per week. Based on basics observation and the schedule implemented at SMK Negeri 4 Rambah, the researcher found that there are two English teachers who teach at SMK Negeri 4 Rambah will become participants in the research.

Therefore, strategies are required to raise students' motivation to learn English. Killen in Scott (2019) defined teacher strategies as the planned stages or activities aimed to efficiently run a classroom and address any emergent concerns. Teacher strategy often used in teaching English as a foreign language are cooperative learning, problem-based learning and project-based learning. Teachers should develop their own strategies to help students meet their learning objectives because they are the most crucial component of the teaching and learning process.

The teaching strategies for English skills should be tailored to each skill in order to attain the desired outcomes and to arrange the class. To achieve the desired outcomes, the teaching strategies for English skills should be developed for each skill when organizing the class. Teaching English as a foreign language can be challenging at times, therefore teachers have to develop their skills and use the most effective methods and techniques to help students learn and teach the language.

According to Ariyana and Nanda (2017), teachers' strategies are very important, especially in improving students' reading comprehension. To achieve this goal, teachers use a variety of instructional techniques such as playing games, answering questions, and memorizing. By implementing these strategies, teachers can more easily deliver material, while students who have difficulty reading can also learn more effectively.

Teacher strategies also play an important role in teaching vocabulary to students. In her research, Arwila found that the strategies used by teachers, namely translation and dictionary use, help students in understanding texts and completing English exercises more easily (Arwila 2022).

On the other hand, the importance of teacher strategies is also seen in the use of e-learning applications. According to research conducted by Oktaviani et al., (2021), there is an increase in strategies used by English teachers in delivering material through e-learning applications. This transformation is driven by demands in the field of education, where students are expected to still be able to learn from home even though they are taking online courses.

Based on explanation above, researcher is interested in conducting research with the title *An Analysis of Teachers' Strategies in Teaching English at SMK Negeri 4 Rambah*.

B. Setting of the Research

Based on the research background statement above, the researcher could conclude that this research was conducted at SMK Negeri 4 Rambah. The participants in this study were English teachers who teach at SMK Negeri 4

Rambah. This study will focus on several teachers who teach in different classes to see the variations in teaching strategies applied.

C. Limitation of the Research

Based on the background and setting of the research above, the researcher needs to limit and focus on teachers' strategies in teaching English at SMK Negeri 4 Rambah.

D. Formulation of the Research

The formulation of the research is as follows :

What strategies are used by English language teachers in teaching English at SMK Negeri 4 Rambah ?

E. Purpose of the Research

The purpose of this research is to investigate out what strategies are used by English language teachers in teaching English at SMK Negeri 4 Rambah.

F. Significant of the Research

The researcher expected that the results of this finding can provide benefits both for theory and practice.

- A. For the researcher : the researcher could find out strategies in teaching English and hopefully this research can be used as a reference for future researchers who want to research teachers' strategies in teaching English.
- B. For the teachers : the researcher expects that this research can make a contribution to English teachers to consider which strategy is more effective for teaching English.

G. Defenition of Key Terms

This section was created to clarify the concepts of this research. The key words are teacher strategy and teaching English.

1. Teacher Strategies : According to Killen and O'toole (2023) teacher strategies are defined as the planned methods and procedures employed by educators to facilitate learning and achieve educational goals. Killen and O'toole identify various teaching strategies, including direct instruction, discussion, small group work, cooperative learning, problem-solving, and role play, case study and writting emphasizing that effective teaching requires a diverse approach tailored to students' unique learning needs and objectives.
2. Teaching English : According to Rajagopalan (2019), teaching English refers to passing on the educator's knowledge and understanding of the English language to his students. In this research, teaching English refers to the teaching used by English teachers at SMK Negeri 4 Rambah.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents an overview of related theories, in which academics offer their professional opinions on relevant research hypotheses. Next, a review of related findings, then the third is the conceptual framework that researchers use to review their literature. The researchers provide various expert hypotheses related to the title of this research to support the strength of the research.

A. Review of Related Theories

A.1. Strategies in Teaching English

The strategies is used to teach English as a foreign language varies and can be classified into several categories. According to Stones & Morris in Prassettyo and Yulia (2022) teacher strategy is a comprehensive plan for a lesson process that includes frameworks, instructional objectives, and an outline of planned tactics that will be used to put the strategies into action. These strategies are intended to improve the learning experience and students' comprehension and retention of the language. Killen and O'toole (2023) stated that there are numerous strategies for teaching English that can be used throughout the process. Some of these strategies include the following:

1. Direct Instruction

The direct instruction learning strategy is a learning method that focuses on the direct and systematic delivery of material by the teacher to achieve learning objectives. According to Rosenshine *et. al*, (1996), direct interaction is "a learning strategy that involves direct,

clear and structured delivery of material to achieve a deep understanding of a concept." The purpose of direct interaction is to improve students' academic ability, develop critical and analytical thinking skills, and build a strong understanding of basic concepts. The implementation steps of direct interaction include planning, demonstration, practice, feedback and evaluation. The teacher acts as the main contributor of material, while the students act as active recipients of information.

The advantages of direct interaction are improving students' academic ability, accelerating the learning process, and reducing conceptual errors. However, direct interaction also has some disadvantages, such as limiting students' creativity, paying less attention to individual differences, and requiring good teacher skills. In its implementation, direct interaction can be combined with other learning strategies, such as co-operative learning and problem-based learning. This can increase the effectiveness of learning and fulfil the needs of diverse students (Rathleff and Telléus, 2024).

Building on the foundation of direct instruction, the approach can be highly effective in providing students with a structured environment where they can clearly understand the material being presented (Sriprakash, 2012). This method relies heavily on teacher expertise, as the teacher must not only deliver the content in an engaging and clear manner but also manage classroom dynamics and ensure that all students are grasping the essential concepts. The

systematic nature of direct instruction means that students are guided through the learning process step-by-step, with each concept building upon the previous one, allowing for a logical progression of knowledge acquisition.

One of the significant strengths of direct instruction is its ability to create a focused and efficient learning experience. Since the teacher takes on the role of the primary knowledge provider, there is little room for ambiguity or misinterpretation. This clarity helps to solidify foundational knowledge, especially in subjects where accuracy and precision are key, such as mathematics or the sciences. Furthermore, because direct instruction is structured and systematic, students receive consistent reinforcement of key ideas, which can aid in retention and understanding (Buckingham, 2020).

However, the method's structured nature can be a double-edged sword. While it ensures thorough understanding of core concepts, it can sometimes hinder creativity. Students may become accustomed to receiving information in a set format and may struggle with situations where independent problem-solving or creativity is required (West, 2015). In addition, because the approach tends to prioritize the teacher's input, it can overlook the diverse learning styles and needs of students. Some students may require more individualized attention or alternative methods of engagement to fully grasp the content.

2. Discussion

A discussion learning strategy is a learning method that involves interaction between students and teachers or among students themselves to achieve learning objectives. Furthermore, discussion strategies encourage students to speak even though speaking is not the primary focus of the topic (Ashqar 2021). The purpose of this strategy is to improve students' critical and analytical thinking skills, develop communication and social interaction skills, increase students' motivation and participation in the learning process, and build a deeper understanding of a topic.

According to (Mahdi *et al.*, 2020), discussion learning strategy has several advantages, such as improving critical and analytical thinking skills, developing communication skills, and increasing motivation and participation. However, this strategy also has some disadvantages, such as requiring sufficient time, difficult to control the discussion, and requiring good teacher skills. Thus, discussion learning strategy can be an effective option to improve the quality of learning.

Expanding on the benefits of the discussion learning strategy, it is essential to highlight how it fosters a dynamic and interactive learning environment (Castillo et al. 2024). Unlike more traditional, teacher-centered methods, discussion-based learning encourages students to take an active role in their education. Through this method, students are not just passive recipients of information but are given

the opportunity to explore concepts, share ideas, and engage in collaborative problem-solving. This promotes deeper learning, as students are required to critically analyze information, consider different viewpoints, and articulate their own understanding in a clear and coherent manner.

Another key advantage of discussion-based learning is its impact on the development of social and communication skills. In many educational settings, students are often encouraged to work together and communicate effectively, whether in small group discussions or larger class debates. This aspect of the strategy helps students practice essential life skills such as listening, negotiating, and presenting ideas persuasively (Shimizu et al. 2022). These skills are not only vital for academic success but also for personal and professional development in future careers. Additionally, through discussing various viewpoints and perspectives, students gain a more comprehensive understanding of complex topics and are better able to empathize with others' ideas and experiences.

Moreover, the discussion strategy can be a powerful motivator for students. When learners are actively engaged in discussions, they are more likely to feel a sense of ownership over their learning (Vasconcellos et al. 2020). The interactive nature of the method can increase students' intrinsic motivation, as they see the value of contributing their ideas and receiving feedback from peers and teachers. This participatory approach can also reduce feelings of

disengagement or passivity, particularly in large or lecture-based settings where students may struggle to stay focused.

However, the challenges of implementing discussion learning should not be overlooked. One of the primary concerns is the need for effective classroom management. Khanh (2024) stated that, discussions, especially in larger groups, can easily become unruly if not properly moderated. Teachers must skillfully guide the conversation, ensuring that all students have an opportunity to speak, while keeping the discussion focused on the learning objectives. Without proper facilitation, discussions can lose direction or become dominated by a few students, leaving others out of the conversation. Additionally, discussions often require a considerable amount of time to allow for deep, meaningful engagement. This can be a limitation in fast-paced classrooms where time constraints are an issue.

To address these challenges, teachers must be well-prepared and skilled in moderating discussions. Effective questioning techniques, clear ground rules for participation, and strategies for encouraging quieter students to share their thoughts can help maximize the benefits of discussion-based learning. Furthermore, using small group discussions or pair work can sometimes help mitigate control issues and allow for more focused and personalized interactions among students (Khanh, 2024).

3. Small-group Work

Small Group Work learning strategy is a learning method that involves students in small groups to achieve learning objectives. Small group work is "as defined by Tuckman (1965), is a group of 3-15 people who work together to achieve a common purpose. To achieve the aim, each group member has certain tasks and responsibilities." The purpose of small group work is to improve critical and analytical thinking skills, develop communication and cooperation skills, and build a deep understanding of a concept.

The implementation steps of small group work include group formation, assignment, cooperation, and evaluation. The teacher acts as a facilitator and supervisor. The advantages of small group work are that it increases student motivation and participation, develops critical and analytical thinking skills, and strengthens cooperation and communication (Rajput 2022). However, small group work also has some disadvantages, such as requiring sufficient time, difficult to control discussions, and requiring good teacher skills. In its implementation, small group work can be combined with other learning strategies, such as problem-based learning and co-operative learning. This can increase the effectiveness of learning and fulfil the needs of diverse students.

Expanding further on the advantages of small group work, it is important to emphasize how this strategy promotes deeper engagement and ownership of learning (Acharya 2024). When students work in

small groups, they are given a sense of responsibility and accountability for the task at hand. Each member's contribution is essential to the group's success, which encourages them to actively participate, share ideas, and collaborate with peers. This collaborative nature fosters a sense of community within the classroom, making learning more inclusive and interactive. Additionally, working in small groups allows students to benefit from the diverse perspectives of their peers, which can deepen their understanding of the material and encourage critical thinking as they debate and discuss various viewpoints.

Moreover, small group work provides students with more opportunities for individualized feedback. Unlike larger class settings, where students may be less likely to engage with the teacher, small group work allows for more direct interaction with the instructor. The teacher, acting as a facilitator, can observe group dynamics, provide guidance when necessary, and offer personalized feedback to students. This individualized attention helps ensure that all students are on track and receiving the support they need to grasp challenging concepts (Sapitri *et al.*, 2024). It also encourages students to take risks in their learning, as they feel more comfortable sharing their thoughts in a smaller, less intimidating environment .

Another key benefit of small group work is the development of critical and analytical thinking skills. As students engage in discussions and problem-solving tasks, they are required to think critically about the material and analyze it from different angles. As defined by

Vidyarthi (2024), the need to collaborate with peers also encourages students to justify their ideas and consider alternative perspectives, which can strengthen their ability to think analytically and make informed decisions. This process helps students develop a deeper understanding of the topic and retain the information longer, as they are actively involved in constructing their knowledge.

However, despite its many benefits, small group work also presents certain challenges. One of the main difficulties is ensuring that all students are equally engaged in the process. In some cases, certain students may dominate the conversation, while others may remain passive. Teachers must be vigilant in monitoring group dynamics to ensure that all members are contributing and that no one is left behind (R. Li, 2023). Additionally, group work can sometimes lead to uneven participation, where some students do more work than others, potentially leading to feelings of frustration or resentment. Clear roles and expectations should be set from the beginning to avoid these issues and ensure that each student contributes to the group's success.

Time management is another potential challenge. Hukom (2020) stated that, small group activities can be time-consuming, particularly when there is a need for in-depth discussion or analysis. The teacher must allocate sufficient time for students to work together and engage in meaningful dialogue, while also ensuring that the activity stays on track and does not overrun. Additionally, teachers need to be prepared to provide timely and constructive feedback during and after

the activity, which can be a demanding task, especially if there are multiple groups in the classroom.

4. Co-operative Learning

Cooperative learning strategy is a learning method that involves students working together in small groups to achieve shared learning goals. As stated by Slavin (2015) “Cooperative learning involves organizing students into small groups to help each other acquire academic topics.” The implementation steps of cooperative learning include group formation, assignment, cooperation, and evaluation. In its implementation, cooperative learning can be combined with other learning strategies, such as problem-based learning and project-based learning. This can increase the effectiveness of learning and fulfil the needs of diverse students.

Cooperative learning is an effective strategy that not only enhances academic achievement but also develops important social and interpersonal skills. By working in small groups, students are given the opportunity to collaborate with their peers, contributing their unique strengths and knowledge to achieve common learning goals (Djatiprambudi, 2024). The cooperative nature of the strategy fosters a sense of community, where students learn the importance of teamwork, mutual support, and shared responsibility. This approach encourages students to view their peers as resources, making the learning experience more interactive and dynamic. As a result, cooperative

learning helps to build trust among students, creating a more positive and supportive classroom environment.

A significant advantage of cooperative learning is its ability to promote active learning. As explained by Slavin (2009), namely “In traditional teacher-centered approaches, students may passively receive information, but cooperative learning requires them to engage directly with the material and with one another.” For example, when students work together on a complex problem, they must explain their reasoning, question each other's assumptions, and collaborate to find solutions. This process deepens their understanding of the content and encourages critical thinking. Additionally, cooperative learning often involves tasks that require students to apply knowledge in practical, real-world contexts, making the learning experience more relevant and meaningful.

Cooperative learning also helps to develop essential skills such as communication, conflict resolution, and leadership (Johnson and Johnson, 2009). Within a small group, students must practice articulating their ideas clearly, listening to others, and negotiating solutions when disagreements arise. These skills are invaluable not only in academic settings but also in future professional environments where teamwork and collaboration are essential. By learning to work effectively with others, students are better prepared for the demands of the modern workplace, where collaboration and communication are key to success.

However, as with other collaborative strategies, cooperative learning can present challenges. One common issue is ensuring that all students contribute equally to the group's success. In some cases, certain students may take on a larger share of the work, while others may not actively participate (Gillies 2016). This can create tension within the group and affect the overall learning experience. To address this, teachers can implement strategies such as assigning specific roles to each group member, setting clear expectations for participation, and regularly monitoring group progress to ensure that everyone is involved. Additionally, it is important for teachers to provide individual assessments alongside group evaluations, ensuring that each student's individual contribution is recognized.

Another challenge is the potential for unequal group dynamics. Some students may dominate discussions, while others may become passive or reluctant to share their ideas. To prevent this, teachers can use techniques such as structured group roles or rotating leadership positions within the group, allowing each student to take turns leading the group or managing specific tasks. Teachers can also create an environment of psychological safety, where students feel comfortable expressing their opinions without fear of judgment or ridicule. This encourages quieter or more reserved students to participate, ensuring a more balanced and inclusive learning experience.

5. Problem-Solving

Problem-Solving is a thought process that aims to find a solution to the problem at hand. Woolfolk (2016) stated through inquiry or guided research utilizing books or the internet; research can be used as a teaching approach to promote student discovery and self-learning. The implementation of Problem-Solving learning strategy has several benefits, such as improving analytical and problem-solving skills, developing critical and creative thinking skills and improving teamwork skills. However, this strategy also has several limitations and challenges, such as the lack of resources and facilities, limited time and costs and difficulties in integrating theoretical concepts with practical ones. Therefore, it is necessary to develop effective and efficient strategies to improve the quality of learning.

Problem-solving as a learning strategy provides students with the opportunity to engage deeply with content and apply their knowledge to real-world situations (Ball *et al.*, 1997). One of the key benefits of this approach is its ability to enhance students' critical thinking and analytical skills. As students work through complex problems, they must analyze the situation, identify key issues, generate potential solutions, and evaluate the effectiveness of those solutions. This process fosters a higher level of cognitive engagement compared to more traditional rote memorization methods. By grappling with problems and seeking solutions, students not only

deepen their understanding of the content but also strengthen their ability to approach challenges in a systematic and thoughtful way.

In addition to developing individual critical thinking, problem-solving also encourages creativity (Gillies, 2014). When students are tasked with finding solutions to open-ended or novel problems, they are required to think outside the box and explore multiple potential approaches. This fosters an environment where students can experiment, make mistakes, and learn from their experiences, all of which contribute to the development of creative problem-solving abilities. Creative thinking in problem-solving is particularly valuable because it enables students to innovate and adapt to unfamiliar situations, a skill that is highly sought after in both academic and professional settings.

Another significant advantage of problem-solving is its emphasis on teamwork. In many problem-solving tasks, students are asked to collaborate with their peers to share ideas, combine knowledge, and work together to find solutions. This collaborative aspect helps students develop essential interpersonal skills such as communication, negotiation, and leadership. It also provides students with the chance to learn from one another's diverse perspectives and experiences. Working as a team fosters a sense of shared responsibility, where each member contributes to the group's success (Gök and Sýlay, 2010). These teamwork skills are invaluable not only in educational

settings but also in the workplace, where collaboration is often key to solving complex challenges.

However, the implementation of problem-solving strategies is not without its challenges. One major limitation is the lack of resources and facilities, particularly in schools that may not have access to the necessary technology, research materials, or physical spaces to support problem-solving activities effectively. In situations where resources are limited, teachers may need to be creative in adapting the problem-solving process to fit available materials or find alternative ways to engage students. This requires a great deal of planning and flexibility on the part of the educator.

Additionally, time constraints present another significant challenge when using problem-solving as a learning strategy. According to Alibali et al., (2009) problem-solving activities often require extended periods for students to thoroughly explore a problem, develop possible solutions, and evaluate outcomes. In fast-paced educational environments where time is limited, teachers may find it difficult to devote sufficient time to problem-solving activities. This can lead to rushed solutions, shallow engagement with the material, or incomplete exploration of the problem. Balancing the time required for in-depth problem-solving with the constraints of the curriculum can be a complex task for educators.

Another potential issue is the integration of theoretical concepts with practical problem-solving. Many problems require students to

apply theoretical knowledge to real-world scenarios, and this can be difficult if students do not fully understand the underlying concepts. It can be challenging for teachers to strike a balance between teaching theoretical content and giving students the opportunity to engage in hands-on problem-solving (VanLehn, 1991). To address this, teachers may need to scaffold learning, providing students with background knowledge and guided instruction before moving into more complex problem-solving tasks. This can help bridge the gap between theory and practice, allowing students to apply their learning more effectively.

6. Role Play

Role-playing as a Teaching Strategy An efficient way to boost students' engagement and participation in the learning process is through the use of role-playing strategies. Xu (2011) maintained that role play is an excellent technique in language learning for improving communication competence since it helps students to connect and practice language skills. Students can practice social, emotional, and cognitive abilities in a real-world setting by employing role-playing strategies. Students can practice handling real-life situations, take on various roles, and hone their critical and creative thinking abilities through role-playing. Additionally, it enhances information retention and helps students comprehend the subject matter better.

Clapper and Learning (2010) stated that, role play has the potential to develop and improve content abilities along with skills required for future success by including actual, or real-world,

problems. The Role Play strategy can be modified in its application to fit the learning goals and subject matter being covered. Instructors have the ability to select pertinent scenarios, assign roles and responsibilities to students, and support the learning process. Following the role-play, teachers might invite students to consider what they learned, talk about their experiences, and assess how well the strategy worked. Therefore, students may find the strategy of role-playing to be an enjoyable and useful learning aid.

Building on the benefits of role-playing as a teaching strategy, it is important to recognize that this approach promotes active learning by encouraging students to immerse themselves in scenarios that require them to apply knowledge and skills. By stepping into different roles, students can explore concepts and ideas in a more dynamic and personal way. Role-playing enables students to put themselves in others' shoes, which fosters empathy and understanding (Alkin and Christie, 2002). This is particularly beneficial in social sciences, history, and literature, where students can better grasp complex human behaviors, historical events, or character motivations by acting out various roles and interacting in diverse perspectives. The opportunity to embody different characters or viewpoints allows students to see the material from multiple angles, deepening their comprehension and emotional connection to the content.

Furthermore, role-playing nurtures important soft skills, such as communication, teamwork, and problem-solving. As dialogue

characters become more human-like in how they act, we must create effective ways to explain their behavior in high-level terms without falling into the trap of anthropomorphism (Alkin and Christie, 2002). As students work together to act out scenarios, they must communicate effectively, listen to one another, and collaborate to solve problems. These are essential skills not only in academic settings but also in professional and personal life. For example, in role-playing scenarios related to conflict resolution or negotiation, students gain practical experience in managing disputes, negotiating terms, and working toward mutually beneficial outcomes. These experiences can boost their confidence in handling real-world situations where similar skills are required.

In addition to enhancing communication and interpersonal skills, role-playing also aids in the development of critical and creative thinking. When students take on roles in unfamiliar or challenging situations, they are encouraged to think critically about how their character would react and what choices they would make. This fosters creative problem-solving, as students need to adapt to unexpected developments during the role-play. The unpredictability of role-playing scenarios keeps students engaged and prompts them to think on their feet, enhancing their ability to respond flexibly and resourcefully to challenges (Barton and Booth, 1990).

Moreover, role-playing helps to improve information retention. Research has shown that students remember material better

when they actively engage with it, rather than passively receiving information. By simulating real-life scenarios and actively participating in the learning process, students are more likely to internalize the content. The kinesthetic nature of role-playing makes the learning experience memorable, as students connect theory with practice. This experiential learning process is especially beneficial for students who may struggle with traditional learning methods, as it allows them to engage multiple senses and learning styles (Kolb, 1984).

Role-playing can also be tailored to suit various learning goals and subject areas. For instance, in a language learning setting, students can practice conversational skills by assuming different roles and engaging in dialogues. In a science class, students might role-play the roles of researchers or lab assistants, reinforcing scientific concepts while practicing teamwork and decision-making. Similarly, in a history class, students could reenact historical events, helping them understand the motivations and perspectives of people from different time periods. The versatility of role-playing allows instructors to modify the activity to meet the specific needs of their curriculum and student population (Diehl, 2010).

However, as with any teaching strategy, role-playing does come with some challenges. One potential limitation is that some students may feel uncomfortable or self-conscious about performing in front of their peers, which could hinder their engagement. Teachers

can address this by creating a supportive and nonjudgmental environment, where students feel safe to experiment and make mistakes. Establishing clear guidelines for participation and emphasizing the learning process rather than the performance itself can help reduce anxiety and encourage more active involvement.

7. Case Study

Case studies provide real-world data for analysis and problem-solving. Dr. Robert K. Yin, a leading case study researcher, explains: "Case studies allow for in-depth, multi-faceted explorations of complex issues in their real-life settings" (Yin 2014). By using real cases, students can analyze and understand complex issues, and develop critical thinking and problem-solving skills. It also allows students to gain real-life experience and build teamwork skills.

Case study learning has several benefits, such as improving analytical skills, expanding knowledge and building communication skills. This strategy can be applied in various ways, such as group discussion, case presentation, SWOT analysis and report writing (Rizka *et al.*, 2024). By using case study learning strategy, students can gain a deeper understanding of concepts and principles, and prepare themselves to face real challenges in the world of work.

Case studies are an excellent tool for promoting active, inquiry-based learning because they engage students in real-world issues and require them to apply their theoretical knowledge in practical ways. This real-world connection makes the learning

experience more relevant and tangible, as students can see how the concepts they are learning apply to actual situations (Alabsi, 2016). By dissecting these case studies, students learn to recognize the nuances and complexities of real-life challenges, moving beyond simplified textbook scenarios and preparing for the unpredictability and complexity they will face in their future careers.

The use of case studies significantly enhances students' analytical and critical thinking skills by engaging them in real-world problems, requiring them to analyze various components such as underlying issues and potential solutions. This method promotes deeper engagement with the material, encouraging students to ask probing questions and assess information critically (Seshan *et al.*, 2021). In disciplines like business or economics, students evaluate financial implications, business strategies, and ethical considerations, fostering essential problem-solving and decision-making skills. Ultimately, case studies bridge theory and practice, making learning more relevant and impactful.

Moreover, case studies allow for the application of various learning strategies, particularly in group settings. Collaborative case study analysis promotes teamwork and communication skills, as students work together to analyze the case and formulate solutions (Fidel, 1984). Through group discussions, students learn to articulate their ideas clearly, listen to others' viewpoints, and build consensus, which strengthens their ability to collaborate effectively in future

work environments. This peer interaction not only improves their communication skills but also helps them appreciate the value of diverse perspectives and solutions in tackling complex problems.

In addition to teamwork and analytical skills, case studies also foster the development of written communication skills. Many case study assignments require students to produce detailed reports, presentations, or recommendations based on their analysis. These assignments help students refine their ability to present ideas in a coherent and professional manner, which is crucial for success in almost any career (Magolda, 2007). Whether crafting a business proposal, preparing a policy recommendation, or writing a research paper, students gain valuable experience in organizing their thoughts and presenting complex information clearly and persuasively.

Another benefit of case study learning is that it helps students bridge the gap between theoretical knowledge and real-world application. Often, students may learn concepts in the classroom without fully understanding how these principles manifest in the workplace or in real-life situations. Case studies provide the opportunity to see how theory translates into practice, which not only solidifies students' understanding but also prepares them to navigate the challenges they will encounter in their professional lives. For example, in healthcare education, case studies allow students to explore medical scenarios that require them to apply diagnostic skills and treatment options based on real patient data. In law school,

students can analyze actual legal cases to understand the complexities of the justice system (Tellis, 1997).

However, while case studies have many advantages, there are also some challenges in their implementation. One potential limitation is that case studies often require considerable time and resources to analyze thoroughly. Students may need access to detailed data or research materials, and the complexity of the cases can sometimes overwhelm those who are not yet familiar with the subject matter. Teachers must carefully select cases that are appropriate for the level of the students and ensure that the case study includes enough context to allow for meaningful analysis. Furthermore, facilitators need to guide the students through the process to ensure that they are focusing on the most critical aspects of the case and not getting lost in irrelevant details.

8. Writing

Writing assessments evaluate students' comprehension and ability to express ideas. Dr. Steve Graham, a literacy expert, emphasizes: "Writing is not just a tool for communicating but also for learning. It helps students synthesize, analyze, and apply their understanding of the subject matter" Graham and Perin (2007). Writing strategies also involve techniques such as writing regularly, reading others' work, and receiving feedback from others. Writing regularly can help students develop their writing skills and increase confidence. Reading others' work can provide inspiration and new ideas, as well as expanding

vocabulary and knowledge of good sentence structure. Feedback from others is also very important to correct mistakes and improve the quality of writing. By applying these strategies, students can improve their writing skills and become more effective writers.

Building on Graham and Perin (2007), assertion that writing is not only a tool for communication but also a means for learning, writing assessments offer students an opportunity to engage with content in a deep and meaningful way. Writing requires students to organize their thoughts, synthesize information, and articulate their understanding clearly. The process of writing helps solidify their knowledge, as it involves reflecting on what they have learned and expressing it in their own words. This active engagement with the material promotes a higher level of cognitive processing, encouraging students to think critically about the subject matter. Writing also enables students to identify gaps in their understanding, as they may encounter difficulties in expressing certain ideas, which prompts them to revisit the material and strengthen their comprehension.

Regular writing practice is key to improving writing proficiency (Sword, 2012). Just as with any skill, writing improves with consistent effort and practice. Writing regularly allows students to experiment with different writing styles, refine their voice, and develop fluency in their writing. Over time, students build confidence in their ability to communicate their thoughts effectively. This practice can include a variety of forms, such as essays, journal entries, summaries, or

reflective pieces. The more students write, the more they become comfortable with the process of organizing ideas, drafting, revising, and finalizing written work. As students see their progress over time, their self-confidence in writing grows, motivating them to continue refining their skills.

Reading others' work is another crucial component of developing strong writing skills. By engaging with the writing of peers or published authors, students gain exposure to different writing styles, techniques, and vocabulary. Reading others' work not only expands their knowledge of sentence structures, grammar, and word choice but also provides inspiration for their own writing. Students can observe how different writers approach topics, structure arguments, or convey emotions, and apply these techniques to their own work. This exposure helps students recognize the diversity of writing styles and understand that there is no single "correct" way to write. They can adopt elements from various writers that resonate with them while also developing their unique voice.

Feedback is an essential part of the writing process. Receiving constructive feedback from peers, teachers, or mentors helps students identify areas for improvement and refine their writing skills. It provides them with the opportunity to correct mistakes and strengthen their writing (Cheung, 2016). Feedback is most effective when it is specific and actionable, highlighting both strengths and areas that need attention. For example, instead of simply saying "your essay

lacks clarity," constructive feedback could point to specific sections where the student can improve transitions, provide more detail, or clarify key ideas. By receiving regular feedback, students learn how to assess their own work and make necessary revisions. This iterative process of writing, receiving feedback, and revising helps students become more independent and skilled writers over time.

Moreover, writing assessments encourage students to engage in higher-order thinking. To craft an effective piece of writing, students must analyze and synthesize information, develop a clear argument or narrative, and communicate their ideas in a way that is both coherent and persuasive. These cognitive skills are essential not only for writing but also for success in a variety of academic and professional contexts. Writing assessments also require students to present their ideas logically and persuasively, making a strong case for their viewpoint or demonstrating their understanding of a topic. These skills are particularly important for future careers, as the ability to write effectively is often a key component of success in fields such as law, business, science, and education (Carroll *et al.*, 2024).

A.2. Teaching English at Vocational High School

1. English as a Foreign Language

In schools, English is taught as a foreign language. English is a foreign language since it is used as the first language in most countries in the world (Darma and Widiastuty 2023). Since English is the main international language that most foreigners communicate, being able to communicate in English makes

it simple to obtain help anywhere in the world (Ilyosovna 2024). English is not a language that is necessary for social interaction in Indonesia, but we still need to learn and be proficient in it because it is an international language that can facilitate communication and interaction with people from other countries. For students who wish to receive a good education, the importance of the English language in the current world is evident (Tillayeva 2020).

Teaching English in vocational high schools is an important aspect of education, especially in Indonesia, where the subject is regarded as necessary for students to communicate successfully in their future jobs (Ronaldo 2016). Hence, Rajagopalan (2019) said that teaching tasks typically involve explaining, describing, demonstrating, exemplifying, and directing others . It takes expertise in a variety of resources, techniques, and approaches to teach English in a vocational high school. As a result, teaching English in senior high school and vocational high school differs in a few ways.

The approach to teaching English in vocational high schools is important because it must be adjusted to the individual demands and skills of students based on their major or field of study. This technique, known as English for Specific Purposes (ESP), focuses on learners' requirements, such that the content and manner are dependent on the learners' reason for learning English.

In vocational high schools, English is more than just a subject to be studied; it is a tool that students must grasp in order to communicate effectively in the job. The major purpose of teaching English at vocational high schools is to provide students with the fundamental knowledge and abilities necessary to communicate effectively within the framework of their skill program (Hapsari

et.al, 2019). This means that English training should be tailored to help students develop the ability to communicate successfully in their chosen subject of study.

However, current teaching English in vocational high schools in Indonesia frequently does not adhere to the ESP model. Instead, teaching English is frequently identical to that provided in general schools, focusing on broad English abilities such as reading, writing, speaking, and listening without regard for students' specialized needs in their field of study (Asmin 2019). This might result in a lack of relevance and efficacy in the English learning process, since students are not equipped with the language abilities required to communicate in their future employment.

To solve this issue, English teachers in vocational high schools must be prepared to create and implement instructional materials that are tailored to the individual needs of their students. This includes creating materials that are relevant to the students' subject of study and allow students to practice communicating in their own setting. Furthermore, the curriculum and teaching standards should be changed to stress the ESP method and provide additional support to instructors in planning and executing English instruction that is personalized to their students' needs.

In addition to these advantages, teaching English in school can improve students' personal and social growth. English language teaching can help students gain confidence, expand their creativity, and communicate more effectively. These abilities are important for personal development and can have a long-term impact on students' lives after they graduate.

In conclusion, teaching English in school is an important element of education that benefits students in a variety of ways, including the development of critical thinking and problem-solving skills as well as the promotion of cultural awareness and appreciation. To be effective, teachers must be able to engage and motivate their students, employ a range of teaching approaches, and evaluate student progress. By teaching English in schools, teachers may help students gain the skills they need to succeed in an increasingly globalized world while also contributing to their communities' economic and social development.

2. English Skills

Language educators have long employed the concept of four fundamental language skills: listening, speaking, reading, and writing. These four linguistic skills are also referred to as "macro-skills". This contrasts with "micro-skills" such as grammar, vocabulary, pronunciation, and spelling. The Four English Skills definition can be found here (Aydoğan and Akbarov 2014).

- a. Listening comprehension is a receptive skill in the oral modality. It is obvious that the ability to hear what speakers have to say and process it in order to participate in communication activities (Chi and Hue 2019). When we talk about listening, we truly mean listening and understanding what we hear. Listening comprehension refers to the ability to receive information orally. Listening encompasses both hearing and comprehending what is spoken. The teaching of hearing cannot be separated from the teaching of English since listening comprehension is essential for understanding spoken communication.

- b. Speaking is a productive skill in the oral modality. Hidayati and Niati (2019) state that speaking is a way for using words or language to express oneself in a natural voice. Pronouncing words, like other abilities, is not as simple as it may appear. Speaking is frequently associated with listening. Two-way communication can compensate for a lack of communication skills in traditional schooling.
- c. Reading is a receptive skill in the written medium. It can develop independently or alongside listening and speaking skills, particularly in nations with strong literary traditions. Reading can enhance vocabulary and improve listening comprehension, particularly in later stages.
- d. Writing is the productive skill in the written mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

A.3. Teacher

A teacher is someone who assists others in gaining information, skills, or moral principles. According to Lal (2016) teacher is defined as someone who conducts instruction, evaluates students' involvement in the program, and/or oversees or leads the program in an important and consistent manner. Not only can teachers serve as educators by presenting material in front of the class, but they can also position themselves as educators who are in charge of their students' development both inside and outside of the classroom. This is because

not everyone is eligible to apply to become a teacher (Chasani 2022). A person who dedicates themselves to the field of education through structured, formal, and systematic educational contact is known by the title of teacher, which designates their office, position, and line of work. A teacher facilitates the interactive teaching process, which includes classroom talk, educational objectives, learning experiences, and behavior change, with an emphasis on planning, communication, and feedback (Rajagopalan 2019).

Every teacher has a unique personality with accompanying personal characteristics own. A teacher is the central character in education, representing professional ethics, necessary abilities, responsibilities, and moral ideals. They are role models for students and society, and their contributions are invaluable (Chasani 2022). A teacher is regarded as a spiritual and intellectual father, an enthusiastic and creative educator, a motivator, a national architect, a social engineer, and society's backbone (Rana 2017).

A distinctive quality that sets one teacher apart from another. In reality, personality is an abstract issue that can only be understood in terms of appearance, conduct, speech, attire, and in any situation. The true self is almost always abstract. perceived or acknowledged as genuine, allowing the appearance or container to be recognized in all respects various facets of existence.

One of the key figures in the establishment of this country is the teacher, whose duties are broken down into three categories by experts: professional duties, which include teaching, training, and educating. To continue and develop life's ideals is to educate. Teaching is the process of advancing science

and technology. In addition to their civic responsibilities, teachers should be able to interact with the community and work together in a variety of capacities, particularly in the areas of public affairs and education. They must act as second parents to their children. Teachers also serve as classroom managers, facilitators, counselors, information motivators, proofreaders, innovators, and demonstrators

B. Review of Related Findings

There are several studies related to the analysis of teacher's strategies in teaching English. In addition, some of these studies were collected to strengthen this research. Here are some of these studies:

Firstly, the research was conducted by Pratiwi (2019) entitled "Teacher's Strategy of Teaching Writing at SMK Muhammadiyah 01 Sukoharjo in 2019 / 2020". The researcher investigated the teacher's writing teaching technique at SMK Muhammadiyah 01 Sukoharjo, with an emphasis on four strategies: delivering intelligible input, using visual aids, cooperative learning, and assigning writing tasks. The teacher taught in both Indonesian and English, using illustrations to introduce new terminology. Cooperative learning entailed students joining pairs to discuss greeting cards, whereas writing activities required students to create greeting cards independently. The technique was implemented in five steps: questioning past content, introducing new material, holding group discussions, presenting group conclusions, and assigning writing tasks individually.

Secondly, the research was conducted by Mukhlisa at al., (2021) entitled "Teaching English Strategies During Covid-19 Pandemic at SMKN 1 Lembah

Melintang”. This research was conducted to identify English methods utilized by teachers during the pandemic. This study employed descriptive research methods. The study indicated that teachers use different strategies depending on the expected skill level. For writing, teachers use three methods: planning, drafting, and editing. The teacher uses many ways to improve students' tuning abilities, including listening to melodies, creating melody verses, coordinating verses, and performing singing tests. Both incorporated video-based learning and virtual training via WhatsApp. (2) Methodologies for e-learning during COVID-19 impacted instructors' ability to achieve learning objectives.

Thirdly, the research was conducted by Uguy at al., (2023) entitled “An Analysis On The English Teacher Strategies in Teaching Reading Comprehension At SMK Negeri 2 Tondano”. This study utilized an interview and checklist for observation. The study found that the teacher used two strategies: question-answer relationships (QARs). The scaffolding method helps students generate understandable concepts. Teachers might employ question-and-answer relationships (QARs) to ensure students fully understand what they've learned. The teacher can assess a student's comprehension of a specific book and guide them to improve their focus.

Fourthly, the research was conducted by Agustina at al., (2023) entitled “The Using E-Learning in The English Learning Process on Students ' Writing Descriptive Text During a Pandemic in Ma Ma'arif Nu”. This research applied Qualitative descriptive research methodology. Class observations, documentation, learning materials, three students and teachers teaching English in class X, and recorded interviews with four informants were used to gather the

research data. The interactive models Miles and Huberman's data analysis approaches are used in this study.

The last research was conducted by Abdulloh and Abdul (2023) entitled “Teacher’s Strategies in Teaching Contextual English at SMK N 1 Wadaslintang”. This research was conducted to identify the strategies used by English teachers at SMK Wadaslintang in Wonosobo Regency to teach contextual English, improve student engagement, and follow the Merdeka curriculum. The methodology used in this study is qualitative. Data were acquired through classroom observations, interviews, and questionnaires. The study found that teachers use contextual English teaching methodologies such as problem-based learning. Teachers employ the CTL syntact, which includes relating, experiencing, applying, cooperating, and transferring, while having other names. Teachers believe that these strategies promote active participation in the classroom.

Teacher strategies play an important role in improving the quality of learning, including in teaching English. Previous studies have shown that effective teacher strategies can increase learning motivation, improve concept understanding, and develop students' English language skills. Therefore, research on teacher strategies in teaching English at SMK 4 Negeri Rambah is very important to conduct, as it is expected to contribute to the development of effective teacher strategies, improve the quality of learning, and develop students' English language skills.

C. Conceptual of Framework

The conceptual framework is a concept chosen by researcher regarding the problem they want to research and strives in a certain direction towards the research objectives. The following image is explained in the conceptual framework of the research.

From the conceptual image below, the aim of this research is to make it easier for readers to understand the outline of the research, it can be done using the following diagram:

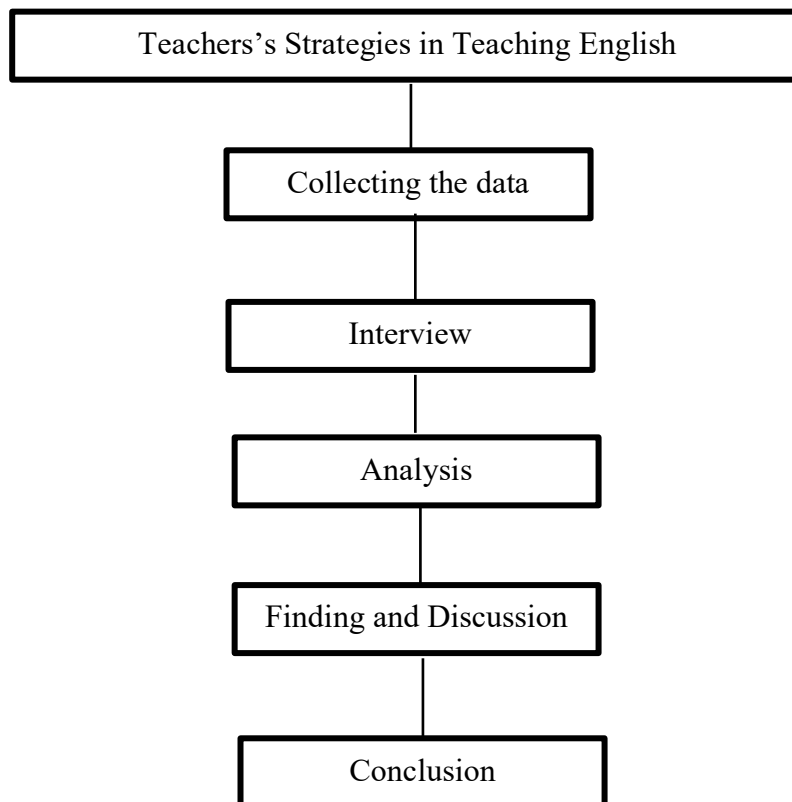


Figure 1. Conceptual Framework of the Research

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the research methodology. It consists of research design, setting of the research, participant of the research, instrument of the research, technique of collecting the data. The last is the technique of analyzing data.

A. Research Design

In this research design, the researcher uses descriptive qualitative. According to Hancock *et al.*, (2009) Qualitative research is concerned with the development of social explanations phenomenon. The Research entails processes, questions, data collection, analysis, interpretation, and a written report with an adaptable format. The Qualitative research analyzes how people and communities interpret social or human problems. The Research comprises developing questions and processes, collecting data in the participant's environment, inductively analyzing the findings, and interpreting its meaning. The final written report follows a flexible framework. This type of inquiry values an inductive approach to research, emphasizing individual meaning and recognizing the complexity of situations. The Qualitative research is designed so that the results of research contribute to the theory. By using this method, the researcher can find the results of the desired data analysis. So with the researcher's research background, the research methodology that is suitable to use is descriptive qualitative.

B. Setting of the Research

This research is conducted at SMK Negeri 4 Rambah in Rokan Hulu district. The participants of this research were English teachers at SMK Negeri 4 Rambah. This research was conducted for one semester or around six months, covering various teaching and learning activities such as lesson preparation, classroom teaching, student evaluation, and other additional activities carried out by teachers in order to improve students' English skills.

C. Participant of the Research

According to Feeney et al. (2018), research participants are individuals who participate in a research project, ideally through educational activities, and feel involved in the process. In this study, participants were selectively chosen based on several criteria, namely teachers who have been verified and have teaching experience for approximately 5 years. Since the English teachers at SMK 4 Negeri Rambah fulfilled these criteria, namely having been verified by ASN and PKKK and having teaching experience for approximately 10 years, the researcher chose these teachers as research participants. The number of participants in this research was two female teachers. The selection of these participants was done to ensure that the data collected was accurate and relevant to the research objectives. In addition, the selected participants are also expected to provide in-depth and useful information for this research.

D. Instrumentation

Sugiono (2013) defines a research instrument is a tool for measuring observed natural and social phenomena. One type of research instrument is a facility that researchers utilize to gather data in an accurate, comprehensive,

efficient, and straightforward manner for analysis. An instrument is employed in this research to ascertain the methods English teachers use to teach the English language. This research tool consists of interview data and request artifacts to teachers's strategies in teaching English.

1. Interview

Interview is a verbal exchange in which the purpose is to gather information (Abdussamad, 2021:143). It can also be thought of as a method of gathering data in which questions and responses are exchanged between the researcher and the subject of the study. The researcher interviews teachers about teachers's strategies in teaching English. The researcher asks several questions to the English teachers at SMKN 4 Rambah. The researcher uses the indicator based on Killen theory, which consists of eight indicators; direct instruction, discussion, small-group work, co-operative learning, problem solving, role play, case study and writing.

2. Documentation

According to Rachman and Yochanan (2024) documentation is a method for obtaining data and information through various forms such as books, archives, documents, written numbers, and images. This method supports research by providing essential reports and information that can enhance the findings. Documentation serves as a vital data collection technique, allowing researchers to gather historical records and other relevant materials for analysis. The researcher obtains the

findings of the documents, analyzed them, and then conducted interviews to gather supporting information.

E. Technique of Collecting the Data

This study employed a multi-method approach to data collection, incorporating interviews and document analysis to gather comprehensive insights into teachers' strategies in teaching English at SMK Negeri 4 Rambah.

The data collection techniques used in this research include:

1. Interviews

In-depth interviews were conducted with two selected English teachers from SMK Negeri 4 Rambah. These interviews, carried out face-to-face, allowed for a more nuanced exploration of teachers' strategies, challenges, and perceptions related to English language instruction. The researcher interviewed the participants until the data are saturated. The interviews explored various aspects of their teaching strategies, including methods used for teaching different language skills, use of technology in English instruction, strategies for motivating students, approaches to assessment and feedback, and challenges faced in English language teaching along with strategies to overcome them.

2. Documentations

Samples of teaching materials, lesson plans, and student worksheets were collected from the teachers willing to share these documents. This allowed for a comparison between teachers' stated strategies and the actual materials they use in their English classes. The document analysis helped to verify and enrich the data obtained from interviews and observations. This

phase involved examining lesson plans to understand the planned teaching strategies, teaching materials to assess their alignment with stated strategies, and student worksheets to gauge the types of activities and exercises used.

This comprehensive data collection approach aimed to provide a thorough understanding of the strategies employed by English teachers at SMK Negeri 4 Rambah, allowing for a rich analysis of their teaching practices. By combining interviews, classroom observations, and document analysis, the study sought to capture both the stated intentions and actual practices of teachers in their English language instruction.

F. Technique of Analyzing the Data

Miles et al., (2014) said that the data processing was done before the start of data collection and is still done once data gathering is finished. Data was organized into categories, described into units, synthesized, organized into patterns, and selected for study based on importance.

1. Interview Analysis

Analysis interview device designed to elicit detailed information from respondents on the issue being researched. To confirm the data's legitimacy, the analysis method begins with a verbatim transcription of the interview results. The transcript is then reviewed several times to ensure a complete understanding of the context and content. The next stage is to begin the coding process, which identifies essential keywords or phrases that frequently appear in respondents' answers. The codes are organized into categories or themes that are related to the research aims.

2. Documents Analysis

During the data collecting step, documents such as lesson plans and teaching modules are reviewed to better understand the learning structure, learning objectives, and tactics used by teachers. This document analysis was conducted using descriptive techniques, which involved reviewing the contents of the documents to identify patterns or conformity with the defined learning criteria. Learning photographs and videos were utilized to complement the analysis by seeing how the lesson plan was implemented in the classroom. Photos were selected to depict student and instructor activities such as learning exchanges, the usage of learning media, and the classroom environment.

Meanwhile, learning videos were evaluated to gain a better understanding of learning dynamics, such as teaching tactics, student responses, and method effectiveness. Learning photographs and videos were utilized to complement the analysis by seeing how the lesson plan was implemented in the classroom. Photos were selected to depict student and instructor activities such as learning exchanges, the usage of learning media, and the classroom environment. Meanwhile, learning videos were evaluated to gain a better understanding of learning dynamics, such as teaching tactics, student responses, and method effectiveness. The analysis technique employed was content analysis, which involved watching the movies several times to ensure that essential events were accurately recorded. The findings from these numerous data sources were then pooled to determine the link between planning,

implementation, and learning outcomes. These findings are used to answer research questions and make recommendations for increasing the quality of learning. By including many forms of data, the analysis becomes more thorough and reliable.

Interview data analysis and documentation analysis differ fundamentally in terms of data sources, analysis procedures, and application aims. Interview data analysis takes advantage of data collected directly from respondents through direct interaction between researchers and interviewees. To assure authenticity, this data is presented in the form of verbatim recordings or transcripts of discussions. The analysis process includes reviewing the transcripts, coding to detect patterns or themes, and use techniques such as thematic analysis or grounded theory. Interview data analysis and documentation analysis differ fundamentally in terms of data sources, analysis procedures, and application aims. Interview data analysis makes use of data collected directly from respondents through direct interaction between researchers and interviewees. To assure authenticity, this data is presented in the form of verbatim recordings or transcripts of discussions.

On the other hand, documentation analysis in this study uses data derived from written documents such as lesson plans, Videos of learning materials and photos and videos of learning activities carried out in class. This data is usually collected through searches in archives, libraries, or online sources, then analysed by reading the documents in depth, selecting relevant information, and grouping the data based on certain themes using content analysis techniques. The purpose

of documentation analysis is to understand the context, theory, or facts that support the research, so it is often used as supporting data or theoretical basis.