



EXPLORING TEACHERS' STRATEGIES IN TEACHING ENGLISH IN HIGH-PERFORMING SENIOR HIGH SCHOOL: A CASE STUDY AT ONE OF ISLAMIC PRIVATE SENIOR HIGH SCHOOLS IN PEKANBARU

THESIS

Submitted to State Islamic University of Sultan Syarif Kasim Riau in Partial Fulfillment of the Requirements for the Degree of Magister in English Education



BY:

YOHANA MIRNA
SR. 22090122906

**POSTGRADUATE PROGRAM
STATE ISLAMIC UNIVERSITY OF
SULTAN SYARIF KASIM RIAU
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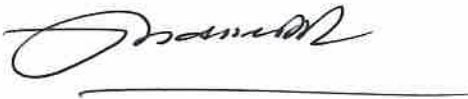
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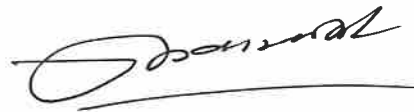
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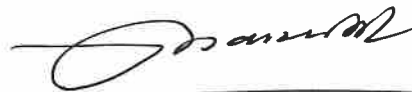
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First of all, the researcher would like to express the deepest praise and gratitude to God, Allah SWT who has given his blessings and mercy to complete this academic requirement. Then, Shalawat and Salam to the final chosen religious messenger, the Prophet Muhammad SAW, his family, companion and followers. This thesis is written and intended to submit in part of the requirements for the Magister Program in English Education concentration at the Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau. The thesis entitled “Exploring Teachers’ Strategies in Teaching English in High-Performing Senior High School: A Case Study at One of Islamic Private Senior High Schools in Pekanbaru.”

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Finally, the researcher realizes that this thesis is still far from perfection. Furthermore, comments, critiques and suggestions will be appreciated. Hopefully this thesis would be beneficial to everyone.

May Allah SWT bless us. Aamiin.

Pekanbaru, January 11th 2023



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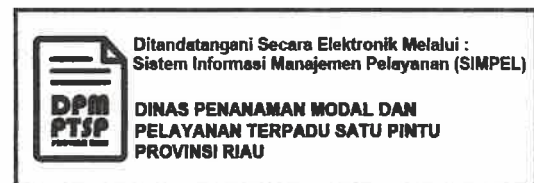
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ACKNOWLEDGEMENT



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4. Dr. Alwizar, M.Ag as the Chairperson of Islamic Education Study of State Islamic University of Sultan Syarif Kasim Riau and all staff for the services, advice and kindness to convey the ideas to improve this thesis.
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TRANSLITERATION GUIDELINES

1. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Dal	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th
ظ	Zha	Zh
ع	'ain	'
غ	Ghain	Gh
ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W
ه	Ha	H
ء	Hamzah	”
ي	Ya	Y

Double Consonant

The double consonant is written double, for instance العامة written *al-ammah*.



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3. Short Vowel

Fathah is written as *a*, for instance شريعة (*Syari'ah*). Kasrah is written *i*, for instance الجبال (*Al-Jibaly*). Dhommah is written *u*, for instance ظلوما (*Zhuluman*).

4. Double Vowel

او is written *aw*, او is written *uw*, اي is written *ay*, and اي is written *i*.

5. Ta' Marbutah

The stopped Ta' Marbutah in the last verse H, for instance الشريعة is written *Asy-Syari'ah*, unless it has been taken into the Indonesian standard, for instance mayyit. However, when it is read out, it is written *t*, for instance *Al-Maytatu* in Arabic is الميتة.

6. Article Alif Lam

The article Alif Lam followed by Qomariyah and Syamsiah letter is written *al*, for instance المسلم is written *al-Muslimu*, unless when it is the name of person followed by the word Allah, for instance, 'Abdullah (عبدالله).

7. Capital Letter

The capitalization is adjusted with the enhanced Indonesian spelling.



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ABSTRACT

Yohana Mirna, (2023): *Exploring the Teacher's Strategies in Teaching English in High-Performing Senior High School: A Case Study at One of Islamic Private Senior High Schools In Pekanbaru*

The research aims at exploring what the teachers' strategies in teaching English in high-performing senior high school at one of Islamic Senior High School in Pekanbaru. It also aims to discover how the teachers applied the teaching strategies. Then, the reason why the English teachers chose and used the teaching strategies. And describe how the student's response after their English teachers used the teaching strategies. The English teachers of the school applied variants teaching strategies. They are, cooperative learning, discussion, games, pre-reading prediction, and lecture method. But, the teaching process of the teacher's strategies with the students in the classroom have not been explored yet. In order to explore what are the teacher's strategies in teaching English, this research used qualitative research approach with a case study research design. To select the participants, the purposive sampling technique was used. The participants of the research were two English teachers, and four students who joined the English class with the teachers. The data was collected from the observation, questionnaires, interview and documentation. As a result, the applied of the teaching strategies that the teachers used were suitable with the principle of teaching English and some related literatures. The students also showed and gave the good response when the teachers applied the strategies. They were excited and interested to following the teaching process with their English teachers. There were some reason why the English teachers chose and used the teaching strategies, they are teaching purposes which line of the school's vision and mission. It was create the Islamic characteristic of learners, high-performing, environment cultural. In conclusion, the teaching strategies that the English teachers used for the students showed the suitability of the process and the principles.

Keywords: Teaching Strategies, Hig-Performing School.


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ABSTRAK

Yohana Mirna, (2023):

Mengeksplorasi Strategi Guru dalam Mengajar Bahasa Inggris di Sekolah Menengah Atas Berprestasi: Sebuah Studi Kasus di Salah Satu Sekolah Menengah Atas Islam Swasta di Pekanbaru

Penelitian ini bertujuan untuk mengeksplorasi strategi apa saja yang digunakan guru dalam mengajar Bahasa Inggris disalah satu SMA Islam swasta yang berprestasi di Pekanbaru. Selain itu juga untuk mengetahui bagaimana guru tersebut menggunakan strategi-strategi mengajarnya. Kemudian untuk mengetahui mengapa strategi-strategi tersebut dipilih dan digunakan. Dan juga untuk mengetahui bagaimana respon siswa-siswa setelah guru bahasa inggris mereka mengajar menggunakan strategi-strategi tersebut. Guru-guru Bahasa Inggris di sekolah tersebut menerapkan beberapa strategi mengajar, antara lain pembelajaran kooperatif, diskusi kelompok, permainan, prediksi sebelum membaca, metode ceramah. Namun bagaimana proses pengajaran guru untuk siswa pada penggunaan strategi-strategi tersebut belum tereksplorasi. Untuk mengeksplorasi bagaimana dan seperti apa penggunaan strategi tersebut, penelitian ini menggunakan pendekatan kualitatif dengan desain penelitian studi kasus. Untuk memilih partisipan digunakan teknik purposive sampling. Partisipan penelitian adalah dua orang guru Bahasa Inggris, dan empat orang siswa yang ikut kelas bahasa Inggris bersama guru-guru tersebut. Data dikumpulkan dari observasi, angket daftar pertanyaan, interview, dan dokumen. Hasilnya, penerapan dari strategi-strategi pengajaran yang digunakan guru-guru tersebut sesuai dengan prinsip pembelajaran Bahasa Inggris dan beberapa literatur terkait. Siswa juga merespon dengan baik saat guru menerapkan strategi-strategi tersebut saat belajar Bahasa Inggris. Mereka antusias dan tertarik untuk mengikuti proses pembelajaran dengan guru mereka. Terdapat beberapa alasan dari guru-guru tersebut memilih dan menerapkan strategi-strategi tersebut, yaitu tujuan pembelajaran yang sejalan dengan visi dan misi dari sekolah tempat mereka mengajar. Yaitu terwujudnya peserta didik berkepribadian Islami, berprestasi dan berbudaya lingkungan. Kesimpulannya, strategi-strategi pengajaran yang digunakan guru terhadap siswa menunjukkan kesesuaian proses dan prinsip-prinsipnya.

Kata Kunci: Strategi Mengajar, Sekolah berprestasi

ملخص

يوهانا ميرنا، (ألفين وإثنين وعشرين): استطلاع إستراتيجي المدرس في تعليم اللغة الإنجليزية في المدرسة العالية المنجزة دراسة الحالة في المدرسة العالية الأهلية بكنبارو

يهدف هذا البحث إلى أي إستراتيجيات استخدمها المدرس في تعليم اللغة الإنجليزية في المدرسة العالية المنجزة، ويهدف أيضا إلى معرفة كيفية المدرس في استخدام إستراتيجيات التعليم، ويهدف أيضا إلى معرفة أسباب استخدام تلك الإستراتيجيات. ويهدف أيضا إلى معرفة استجابة التلاميذ بعد أن استخدم المدرس تلك الإستراتيجيات في تعليم اللغة الإنجليزية. فالمدرس قد استخدم عدة الإستراتيجيات منها الإستراتيجي التعاوني، ومناقشة المجموعة، واللعب، والإدراك قبل القراءة، والطريقة الإلقائية لكن تلك الإستراتيجيات لم تكن مستطاعة تامة. استخدمت الباحثة مدخلا نوعيا بتصميم دراسة الحالة هدفا إلى استطلاع تلك الإستراتيجيات وعملية استخدامها. ثم استخدمت الباحثة أسلوب العينة المطابقة لاختيار المشتركين. فالمشترك هنا مدرسا اللغة الإنجليزية، وأربعة التلاميذ الذين اشتركوا في فصل اللغة الإنجليزية. ومن أساليب جمع البيانات ملاحظة واستبانة قائمة الأسئلة، والمقابلة والوثيقة. ونتيجة البحث دلت على أن الإستراتيجيات التي استخدمها المدرس قد ناسبت بمبادئ تعليم اللغة الإنجليزية والمصادر المرتبطة بها. وأن استجابة التلاميذ حينما أن طبق المدرس تلك الإستراتيجيات في تعليم اللغة الإنجليزية جيدة حيث أنهم تحمسوا وتجذبوا في مشاركة عملية التعلم. وهناك دوافع المدرس في الاختيار وتطبيق تلك الإستراتيجيات منها، إن أهداف التعليم مناسبة بالرؤية وغاية المدرسة أي اختراع التلاميذ الذين فيهم شخصية إسلامية، والتلاميذ المنجزين والمثقفين بالبيئة. فاستخلصت الباحثة أن الإستراتيجيات التي استخدمها المدرس في التعليم دلت على مناسبة العملية ومبادئها.

الكلمات الرئيسية: إستراتيجي التعليم، المدرسة المنجزة



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CHAPTER I

INTRODUCTION

1.1 Background Of The Research

Teaching and learning English process as a second language is a quite complex task for a teacher. Language learning should be more fun and enjoyable for students to learn. Teachers need to have effective teaching strategies in order for students to grasp better in learning English. Strategy is a plan of action or policy design to achieve a major or overall aim. It is important for a teacher to facilitate students to become good learners. A much-needed resource for teaching English to all learners is needed and English teachers have to concern about this. Teaching strategies refer to methods designed to help students learn desired course content and set achievable goals for the future. Teaching Strategies identifies different learning methods available to help English teachers develop appropriate strategies for dealing with the target audience.

All students come from different backgrounds with unique academic needs, cultures, language interests and attitudes towards learning. Assessment of the learning capabilities of students provides a key pillar in the development of a successful teaching strategy. After analyzing the target learners, teachers can choose from appropriate teaching strategies to ensure maximum out-put achieve with their classes.

Teachers are trying as hard as they could to meet students' needs in their learning. Teaching language is a complicated task for teachers and the right

techniques and strategies are needed to deliver effective language learning especially in English. In presenting the profile of the learner, it is important to explore why students want to learn English, where they are learning it, how different learners are from another, how motivation affects learning, and what it means to be an autonomous learner (Jeremy Harmer, 2008). The teacher's concern, thus, is how to teach effectively and consequently help 'provoke success' (p. 23). One of the striking points Harmer makes has to do with what constitutes an effective teaching personality : 'We need to ask ourselves what kind of personality we want our students to encounter, and the decisions we take before and during lessons should help demonstrate that personality' (p. 24). It is a way of saying that what effective teaching begins with is a good teacher's decision and not something that happens by chance (either you have it or you don't!). (1) Classroom management also a big factor in ELT which describes practical strategies including teacher department, (2) presence, (3) using voice effectively, (4) giving instructions clearly, (5) addressing the balance between student and teacher talk and (6) addressing the issue.

Therefore, English teachers should develop teaching strategies to make their students more active and get high achievement for English subject. They learn languages better than others (Hismanoglu, 2000; McCombs and Whistler, 1997). Learning is most meaningful when students actively participate in the learning process. Many researchers report that positive and active classrooms lead to better academic performance for students. (Contantino, 1999), teachers and educators develop instructional strategies that can be used in the English

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classroom to increase student performance and classroom engagement, and to lead to excellent English learning.

For example, teachers can use strategies alone or with others. Some strategies should meet the needs of school leaders and teachers and be appropriate to the needs and abilities of students (Picards, 2004). They are also “approaches that can be used in all areas of the curriculum to support student learning” (Herrell and Jordan, 2004:p.5).

The learning process requires the active participation of students. This is the result of applying good teacher strategies. Teachers appropriate to use pair discussion strategies to understand the learners’ behavior and their interaction in the learning process. Moreover, student-student and teacher-students interaction are very important for English subject achievement. Teachers can also use targeted questions, which are of great importance to get students' answers. Students actively participate when teachers ask them personal questions. The teacher's role is to monitor student activity in the classroom (Kumar, 2007).

Teachers can also use targeted questions, which are of great importance to get students' answers. Students actively participate when teachers ask them personal questions. The teacher's role is to monitor student activity in the classroom (Kumar, 2007).

Meanwhile, if an English teacher does not use strategies in their classroom, the teaching process would be disorganized and un-effective whether it is before or after join to the class. For the example, every single teacher has to make a lesson plan before they teach their students. In the lesson plan, there is one

of the most important abilities that the teacher should have in the teaching process is managing the classroom. Classroom management is a term that the teacher uses to ensure the classroom lesson runs smoothly without disruptive behavior from students compromising the delivery of instruction. According to Sherwood (2008), classroom management refers to teacher behavior that facilitate learning and a well-managed classroom to increase learning because students spend more time on tasks.

It means if the English teacher has no classroom management, she/he could not use the time effectively, whether on tasks or explanations. Another example is time management, which is one of important aspects or essential that teacher must control. Efficient use of time is an important variable in helping students achieve learning goals and making the classroom a pleasant place for teachers and students. In other words, the more efficient a teacher manages the time, the better (McLeod, Fisher, & Hoover, 2003; Van Eerde, 2015).

By considering some strategies above, the researcher will conduct a qualitative research entitled “Exploring Teacher’s Strategies in Teaching English in High-Performing Senior High School : Study Case at IT AL-ITTIHAD Senior High School in Pekanbaru”.

The researcher choses SMA IT AL-ITTIHAD Senior High School Pekanbaru to explore the teachers strategies in teaching English because this school is one of successful or high-performing senior high schools in Pekanbaru even in Riau Province. Based on the valid data and information from trusted sources or links, researcher was found some data and information from Disdik’s

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website and many others. In fact, this Islamic private senior high school involved in list of 10 best private senior high school in Riau Province based on UTBK average school in rank 7 with average score 529,038 (<https://www.detik.com/edu/sekolah/d-5593839/10-sma-terbaik-di-riau-versi-tmp-t-catat-daftarnya>).

Another resource, inform that this Islamic school involved in five list of the best private senior high school in Pekanbaru 2021 with fill in position 4 (<https://www.cekaja.com/info/5-sma-swasta-terbaik-di-pekanbaru>).

IT AL-IITIHAD Pekanbaru Senior High School is an Islamic private school and one of the high-performing senior high schools in English. It was built to give high educational quality for young generations in Pekanbaru. AL-IITIHAD Senior High School applies three language approaches; Indonesian, English, and Arabic. Indonesian and English are dominantly used in teaching and learning process. This school applies some best programs for students, covering religions, academic activities, soft skills, and career orientation programs.

The programs in religion activities include Tahfidz Al-Quran program, Stand Up Al-Quran, Arabic guidance, Iman (Tausyiah) guidance and Student's Kultum, malam bina iman dan takwa (MABIT), mentoring and syiar Ramadhan.

There is another Islamic Private school in Pekanbaru which include in elevent highest high-performing senior high school in Pekanbaru, it is SMA IT AL Bayyinah Pekanbaru . Another reason of researcher to choose SMA AL-IITIHAD Pekanbaru is based on preliminary interview with an English teacher and temporary observation which the school's quality, some school's achievement

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In general, student's achievement from media or internet. From one of website resources, this school include in 11 the best school in Pekanbaru based on average score of UTBK 2021 with total score of 529,300 in rank 6 (<https://hai.grid.id/read/073015844/inilah-11-sma-terbaik-di-pekanbaru-berdasarkan-rerata-nilai-utbk-2-21>) .

1.2 Statement Of The Problem

In order to achieve the useful strategies in teaching English to students for their real life, teacher needs to promote suitable strategies or methods of teaching and learning process. Student performance and motivation in learning English are influenced by the pedagogical and motivational strategies teachers use in the classroom. Changes in teacher strategies lead to changes in student participation and performance (Bernaus, Wilson, & Gardner, 2009). Therefore, using variety strategies in learning English are suitable to develop and creating high-achieving for students' output.

Teaching English is no easy feat. With a variety of different skill levels in every classroom, teachers must employ effective strategies that allow each student to learn the material. Whether the class focuses on literature, grammar, or language skills, these teaching strategies will come in handy for many English teachers.

We can imagine how people are taught English beginning from 4th grade in elementary school until senior high school cannot apply English in their daily lives. For instance, many students in high school still do not understand simple tense, past tense and perfect tense even get achievement in English subject

(Haruchan, 2016). She added some strength and weaknesses that is happened generally in ELT teaching in Indonesia.

They are; (1) Focus on Teacher, Haruchan (2016) assumed that Indonesian teachers only focus on using one approach when they are teaching their own students. Besides, English is taught in traditional learning where teachers will be centered in the classroom, in the other word, teacher is a source of all knowledge. As a result, they cannot give opportunities to develop their language skills. For example, when teacher focuses on applying Grammar-Translation Approach (GTA), it means that teacher only try to develop students' skill ability.

(2) Focus on Learner. Learner is an important object in teaching process, so it makes teacher pay more attention to the students. In ELT, as an English teacher, teacher should regard that she/he is teaching non-native speaker students, so teacher have to suit what something they can do in ELT. In our country, teachers allow the students' mother tongue, in this case Bahasa Indonesia (Indonesian) is used in the classroom. There are two main purposes for opting for student mother tongue. First, Bahasa Indonesia is often used to explain "difficult" concepts to their students. Second, it is used to explain or to translate English vocabularies that their students found hard to understand.

(3) Focus on material. In teaching English, teacher will always use textbooks which are written and published by local authors and publishers whereas using English textbooks are appropriate because there are some reasons for choosing English textbook: (1) The materials are original and correct because the texts are written by native speakers of English, (2) The quality especially in

terms of content and appearance is much better, (3) The textbooks are accompanied by teachers' books which make it easy for the teachers to prepare the lessons.

These phenomenon are not appropriate with some theories that writer has found which explain that an effective teacher has been defined as "the one who conducts effective teaching which produces beneficial and purposeful student learning through the use of appropriate procedures." (Diamond; 1998 cited in National Board for Professional Teaching Standards, 2008). Additionally, Kyriakides, Campbell, and Christofidou (2002) point out that effective teachers need to possess adequate quantity of instruction, organize and manage the classroom environment, effectively use instructional time, structure instructional materials, give students practice and application opportunities, provide good classroom climate, and have enough subject knowledge, knowledge of pedagogy, teaching beliefs, and teachers' self-efficacy.

In last decade, many conducted research related to the teachers' strategies in teaching English. Several researchers have examined using strategies or technique can improve students' skill ability in English (e.g. Mocinic, 2010, He, 2009, Eison, 2010, Tanner et al, 2000, Facella and Rampino, 2005). Other researcher have focused on specific strategies like combining into other activities (e.g. Zyoud, 2010, and Hamilodlu and Temiz, 2012). Some researchers have focused on giving support by motivating the students (e.g. Alberta Education, 2005, Bahous et all , 2011). In indonesia there is research about language learning strategies in English as a foreign language classroom (Firima Z. Tanjung, 2018).

Finally, previous research have discussed about the teachers' strategies of teaching English, but the study about exploring teachers' strategies in high-performing high school are not too much to be found. In researcher's experience as an English teacher, there are still many problems in the process of teaching and learning English than creating students and school's performance / achievement in English. Based on the phenomena, researcher want to explore the school and teacher's strategies in teaching English for the students in this Private Islamic Senior High School.

1.3 Limitation Of The Problem

There are so many strategies that teacher can use in teaching and learning English in the classroom. The same basic principles should apply to any good classroom: a lesson should be organized, engaging, and catching to students' different learning needs. Sure certain unique challenges come with teaching English online or in a foreign language classroom. Teaching students from an array of cultures, learning styles, educational backgrounds, along with a language barrier. This study will focus on exploring what and how are the teacher's strategies in teaching English in AL-IITIHAD Pekanbaru Senior High School, and is this school be categorized as high-performing high school (nine characteristics of high-performing high school), the subjects are the English teachers, the school management and several students who joined in the English class and gained some achievement in English.

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1.4 Purpose And Objectives Of The Study

The purpose of this study is to explore the teacher's strategies of teaching English in high-achieving school. Specifically, this study will be conducted to meet the following objectives:

1. To explore the teacher's strategies of teaching English at AL-ITTIHAD Senior High School Pekanbaru.
2. To describe how the teachers use the teaching strategies.
3. To explore why the teachers use the strategies
4. To describe the student's respond after the teachers use the strategies.

1.5 Research Questions

1. What are the teacher's strategies of teaching English at AL-ITTIHAD Senior High School Pekanbaru?
2. How do the teachers use the teaching strategies at AL-ITTIHAD Senior High School Pekanbaru?
3. Why do the teachers choose and use the teaching strategies?
4. How do the students respond to the strategies used by the teachers?

1.6 Significance Of The Research

It is important to know how this research assists the researcher, the reader, the subjects and institution where the research is conducted. "The significance of the research represents the importance of the research and to whom it is important," (Kornuta & Germaine, 2019, p.28). In brief, this research will give

benefits to the teachers, students, the institution and the researcher both practically and theoretically.

Practically, for the teachers, this research can assist them to consider the suitable teaching and learning strategies to be implemented in their teaching learning process, for example, improving teachers' motivation and information in applying the innovative strategies based on the students' need in English classroom. For students, it is also supporting their in gain achieving in English subject.

For the stake holders, especially the school, they could conduct and promote more teachers training program to improve the success of teaching and learning process especially, for English subject. At last, this research will improve the knowledge and experience of the writer directly about the process of engaging in high-achieving school based on the teacher strategies.

Theoretically, first, this research increased the insight and knowledge about using strategies in teaching and learning English, especially how the teacher apply and the school supporting to become one of high-achieving school in Pekanbaru. Second, this research can be as reference for future researches on teaching strategies to create student's skill in English subject.

1.7 Rationale Of The Research

In this section, some information is provided to ensure why the study is important and worth to be studied. Singh, et.al, (2006) cited in Absor (2015, p.13) stated that "the rationale of study justifies what study goes through and communicates why a research is important to investigate and it's benefits."

Furthermore, Riazi (2000) emphasized, in rationale of the study we need to consider two domains of information, what contributing the study gives in developing of knowledge, or something that can be changed or expanded in practical settings.

Researchers define teaching strategies in different ways. According to Herrell and Jordan (2004:p.5) Teaching strategies are 'approaches that can be used throughout the curriculum to support student learning'. Wandberg and Rohwer (2010:p.164) defines instructional strategies that "refer to structures, systems, methods, techniques, procedures, and processes that teachers use during instruction." These are the strategies teachers use to help their students learn. In addition, teaching strategies are strategies that teachers can use alone or with others. These strategies should meet the needs of school leaders and teachers and should be appropriate to the needs and abilities of students (Picard, 2004). Indeed, this study may contribute to better implementation of teacher's strategies as it explore the teacher's strategies in teaching English in the classroom.

1.8 Definition Of Key Terms

There are some specific terms used in this study, Sigh, et.al (2006) cited in Absor (2015) stated that everybody does not have the same understanding of terms in a study. In order to avoid misunderstanding, the researcher provides the definitions of some of the key terms in used in this study.

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1.8.1 Teaching Strategy

Strategy is a plan of action or policy design to achieve a major or overall aim. According to Encyclopedia, strategy refers to science or art of planning and directing large military movement and operations.

Lawton (2011) define teaching strategy is a generalized plan for a lesson which include structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy. Teaching

Strategies are the techniques that Teachers use them in the classroom to help students learn and participate in their classes. Based on preliminary interviewed and observation in the school that researcher will explore, the teachers use some strategies in teaching English find got positive responses from the students itself.

For example in reading skill, teachers guide the students to analyzed TOEFL test intensively in the classroom and it is useful to create high thinking order in reading test.

1.8.2 High-Performing High School

High-performing in the dictionary is who is dynamic, ambitious, and achieves things in life. Adopted from Shannon & Bylsma (2007), there are nine characteristics of high-performing schools. They are; (1) clear and shared focus, (2) high standards and expectations for all students, (3) effective school leadership, (4) high level of collaboration and communication, (5) curriculum and instruction aligned with standards, (6) frequent monitoring of teaching and learning, (7) focused professional development, (8) supportive learning environment, and (9) high level community and parent engagement.

The other study, Cooper, J, et al (2005) stated from the data that Student participation, engagement, and ultimate success are facilitated by connections and relationships. Between leaders and teachers, faculty and students, and students and other students in schools, there are strong links between curriculum, instruction and assessment. And often between schools and communities. These connections start with simple but conscious acts of kindness and then build into good relationships.

As researcher mentioned previously, this Private Islamic Senior high school is including one of high-performing senior high school in Pekanbaru. The researcher found it from media (internet), trusted link from Dinas Pendidikan Provinsi Riau and preliminary interviewed with the English teachers.

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CHAPTER II

LITERATURE REVIEW

This chapter reviews relevant references and concepts that guide the exploration of teacher's strategy of teaching English in high-performing senior high school. The chapter also reviews relevant theories and concepts that guide the exploration of the supporting factors of a private school to creating and become one of high-performing high school. This chapter includes reviews of the nature of applying teaching strategies in English class, including, the understanding of teaching strategies, the types of teaching strategies, the relationship between teaching strategies and school's achieving in English, how using the teaching strategies, why using the strategies in English class, the roles of teachers, its principles and about the nature of experience. The chapter ends with a review of related studies and a conceptual framework guiding the implementation of this study.

2.1 The Nature of Using Teaching Strategy in Teaching English

This section discusses several ideas with regard to the concept of teaching strategies in teaching English. This includes discussion on understanding teacher's strategies and its definition, the type of teaching strategies, how the teachers using the strategies, why the teachers use the strategies, and teaching strategies in English Curriculum of Indonesia. This section also includes discussion about principles of teaching strategies and the factors of teaching strategies.

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2.1.1 Understanding teacher's strategies

Some researchers define educational strategies in different ways. (1) According to Herrell and Jordan (2004:p.5) Teaching strategies are 'approaches that can be used throughout the curriculum to support student learning'. (2) Wandberg & Rohwer (2010:p.164) defines teaching strategies that “refer to structures, systems, methods, techniques, procedures, and processes used by teachers during teaching”. These are the strategies teachers use to help their students learn”. Structure is defined as the order in which information is represented in the learning sequence, system is the aim to facilitate teaching and learning practices, methods is refers to the general principles, pedagogy and management strategies used for classroom instruction.

Techniques is implementation that which actually takes place in a classroom, in other words, technique is a detailed list of rules or a guideline for any activity. Procedures are the routines and actions in the classroom that teacher and students do on a daily or weekly basis. Process in teaching and learning can be defined as a transformation process o knowledge from teacher to students.

2.1.2 The Types of Teaching Strategies

While other researchers divided educational strategies into traditional and non-traditional strategies (Nabors et al., 2012), other researchers found that educational strategies consisted of language domains, namely reading, writing, listening and speaking should be considered (Wandberg & Rohwer, 2010).

Teaching strategies can be divided into two types: traditional strategies and non-traditional strategies.

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1. Traditional Strategies

Traditional teaching strategies are a group of strategies that were used in the past that are now considered to be largely outdated. These strategies were the primary teaching methods employed in the early days of the modern system when teachers were not required to undertake any form of teacher training. Many of the teaching strategies used around this time involved highly repetitive (drill) tasks that emphasized memorization (rote learning) while de-emphasizing critical thinking, problem solving, metacognitive and social skills. Students spoke very little, the teacher spoke a lot, and behavior management was often worse by today's standards. Lectures are considered a traditional strategy. Because most of the time the teacher talks and the students just listen. This means that students are passive learners (Cashin, 2010). Teachers prefer teaching strategies because they provide a lot of information in a short amount of time (Kalmakis et al., 2010; Scheckel, 2009; Williams & Calvillo, 2002 (cited in Nabors et al., 2012). They prefer strategy, preferring to be passive because they feel familiar and comfortable (Diekelmann, Swenson, & Sims, 2005).

However, there is another side to traditional teaching strategies that is often ignored and dismissed. Many of the strategies used in some way or another by teachers today. They have however been adapted to suit the current understanding and beliefs about what a quality education system looks like. For example, 'look-cover-write-check' is a modern version of

rote learning how to spell words and to increase vocabulary. In the past, teachers had students write out words hundreds of times believing that method to be the best way to learn. Even if student did happen to remember the unfamiliar word a few months later, it is unlikely that they would ever be able to use it correctly in any useful way outside of the classroom. These technique can be thought of as experiments that paved the way for today's best practice models of teaching.

2. Non-Traditional Strategies.

Non-traditional strategies refer to active learning strategies in which students are actively involved in the learning process and dedicated to learning. Princ (cited in Nabors et al., 2012, Paulson & Faust, 1998) states that active learning is not just the transfer of information, but focuses on developing learner skills and engaging students' attention in an increasing classroom setting. Techniques used by teachers encourage creative thinking, student participation, and develop problem-solving skills. Active strategies include discussions, group work, lectures, case studies, concept analysis, games and concept mapping. A teaching strategy can also be considered non-traditional if the teacher uses positive strategies such as: asking questions during lectures.

The Four Language Domains Strategies.

a. Reading strategies:

Reading is defined as a cognitive process that helps to derive the meaning of words in a specific language. The reader has to use

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numerous strategies to decode the information and comprehend its meaning. The strategies refer to acquiring, sharing, and understanding ideas and information or simply language acquisition for better understanding. Students can understand materials and printed or written information such as letters, numbers, numerals and symbols.

There are several strategies for reading that can be used to enhance students' understanding, which includes, metacognitive strategies, cloze procedure, and the question guide (Kartadinata, 2006 as cited in Supeno et al, 2017) (1) Metacognitive Strategies: Metacognitive related to a person's knowledge on the use of the intellectual brain and conscious effort to monitor or control the use of the intellectual abilities. These include the occurrence of any metacognitive thinking. (2) Cloze Procedure: Cloze procedure of use also to improve understanding by eliminating some of the information in the readings and students were asked to fill it. In the execution of cloze procedure involves the removal of the letter, syllable, word, phrase, clause or sentence. Cloze procedure can be used by teachers to teach reading skills, not to the test. (3) Guiding Question: During the reading, guiding questions are often used to enhance understanding. Students can be trained to remember the facts in a way change the fact that the question "why". Questions may be submitted by the teacher guides the student or student's submitted himself while reading.

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Meanwhile, according to Klein (as cited in Supeno et al, 2017) reading strategies include Bottom-Up, Top-Down, and Mixed strategies. (1) Bottom-Up Strategy: This strategy is generally used at the beginning of class learning, and is also used to understand the text that has a high degree of difficulty. The difficulties encountered could be a matter of language, can also be about the content of the text. And methods used in this strategy is to use the method of spelling.; (2) Top-Down Strategy: Strategy Top-Down is the opposite of the strategy of Bottom-Up, background knowledge becomes a variable that is very important, because here students learn to read in a high level. (3) Mixed Strategy (mix): a combination of execution strategies Bottom-Up and Top-Down to cover the shortfall from the previous two strategies in the implementation of the field. A teacher should not only use one strategy. Teachers can choose any strategy that can be applied in the teaching of reading and its use can be performed simultaneously, which is called a mixed strategy.

The process of reading strategies are most effective when it can generate creative and critical thinking of students so that students can improve their cognition and achievement. Paying attention to these issues, related to the development model of learning English through reading strategies is an most urgent step to be implemented by teacher in the English class. Step model of reading strategies is to formulate procedures that can create and raise more critical thinking of the

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students. When a model of reading strategy can be absorbed, understood and applied properly, the student's cognitive power can be optimized.

b. Writing strategies:

Writing is the process of using symbols (letter of the alphabet, punctuation, and spaces) to communicate thoughts and ideas in a readable form. Students will be able to communicate with information in written or printed words and using their own words. Most of the students think that writing is the difficult skill for them. Actually, the problems are caused some factors such as lack of vocabulary, lack of grammar understanding, lack of motivation, or even lack of confidence. "Writing is a difficult skill for native speakers and non-native speakers; because writers must be able write it in multiple issues such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling, and capitalization" (Rass, 2001). In teaching writing, the language learners have to know about the smaller parts of the skill, or commonly called as micro skills of writing. Brown (2001) states that the teacher also helps students to see the pieces of a language that makes up the whole. It means that the students need to be shown the details of how to convey and negotiate the meaning of a language. At the beginning of a lesson, the teacher should make sure that the students know about the purpose of the activity in the lesson. He/she should give a clear explanation about

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what they will learn. So the students will get an advantage in the teaching and learning process.

Harmer (2004: 31) argues that writing should encourage students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.

However, most of students in senior high schools feel that writing is one of the most difficult skills in learning English. They tend to be lazy and unmotivated to learn the language. Therefore, in teaching writing, the teacher has to use the best strategies in order to make the students master this ability easily.

c. Listening strategies:

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Students will be able to recognize and comprehend oral speech forms despite speaker diversity and it can improve student's ability in mastering vocabularies from unfamiliar words.

As for the definition of learning strategies in the literature, there are no universally agreed point of views. Different scholars give different definition from different angles. Chamot (1987) points out that learning strategy are techniques, approaches or deliberate actions that students take in order to facilitate learning and recall of both linguistic and content area information. Oxford (1990) defines

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language learning strategy as conscious step or behaviors used by language learners to enhance the acquisition, storage, retention, recall, and use of information. Ellis (1994) points out a strategy, which consists of mental or behavioral activity relates to some specific stage in the overall process of language acquisition or language use.

Based on O'Malley's & Chamot's (1990) listening strategies and combined with the unique characteristics of listening comprehension process, the author summed up a set of listening strategies, which is mainly divided into three categories, that is, cognitive strategies, meta-cognitive strategies and social/affective strategies. They are subdivided into 31 strategies: language awareness, advanced preparation, directed attention, selective attention, self-management, self-monitoring, self-assessment, utilization of resources, repetition, induction, deductive reasoning, analysis, imagination, hearing recurrence, using the key words, connection between old and new knowledge, migration, reasoning, note-taking, summary, restructuring, translation, identifying and using the fixed language collocation, listening to real corpora, cultivating interest, relieving anxiety, encouraging yourself, exchanging position, clarifying issues, cooperative learning.

Through the above the definitions and classifications of listening strategies, we can conclude that listening strategies is the decision the listeners make and the specific methods and behaviors the listeners adopt in order to listen effectively and comprehensively. These are the

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points out that English teachers have to concern, in other words, teachers often instruct self-management strategies and the cultivation of interest, which means teachers respect students' voluntary choice, and give full play to the subjective initiative, let students take on more self-supporting learning responsibility.

d. Speaking strategies:

Speaking strategies are defined as the techniques which allow students or learners to communicate effectively. They give the ability to convey information verbally and in a way that listener can understand. Students can speak, express their thoughts, and say anything in a variety of situations. (cited in Echevarria et al., 2004, Wandberg & Rohwer, 2010). The ability to speak confidently and fluently is something which student will develop during their time at school, and something that will help them throughout their life.

It is same as what Oxford (1990) and Wenden (1991) suggest that the conscious use of language learning strategies makes good language learners. It signifies that the students who have speaking learning strategies were good language learners. If the teacher has many speaking learning strategies to develop students speaking skills, they will tend to have the high scores in speaking skills. Meanwhile, if the teacher has limited strategy to develop students speaking skills, they will tend to have low scores in speaking skills. It signifies that the teacher who has speaking learning strategies were good language teacher.

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2.1.3 How the Teachers Use the Strategies

Teachers should select strategies which can be used to engage students to learn in different language domains. Students can speak, express their thoughts, and say anything in a variety of situations (cited in Echevarria et al., 2004, Wandberg & Rohwer, 2010). They are;

1. Assessment with choice strategies: This strategy allows learners to choose the method or area in which they wish to express their learning through writing, speaking, drawing, or illustration.
2. A to Z taxonomy strategy: Students write each letter and then choose a letter. Then you have to say a word that starts with that letter and is related to the topic.
3. Brainstorming strategy: This is the best strategy for developing creativity and imagination. Teachers can divide learners into groups to generate more ideas.
4. Cooperative learning strategy: Teachers divide learners into small groups and work together on a topic. Selection of learners for each group should be based on student ability or group task.
5. Discussion strategy: Students will have the opportunity to discuss several topics in class.
6. Games can be used as Strategies for teaching different language areas. This includes matching, puzzles and problems, and other teacher-made games that are fun and useful.

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7. Group summarizing strategy: Read and summarize specific topics in small groups. The group decides to write, speak, or summarize graphically.
8. Minute paper strategy: Students will have the opportunity to write down what they learned in class and what they did not understand.
9. Numbered students strategy: Each student gets a number. The teacher will ask you about the number you chose.
10. Pre reading and predictions: The teacher gives the students a word and asks them to predict what the lesson will be about.
11. Role playing strategy: Teachers ask students to act out roles in the classroom. This role play can be planned or spontaneous.

2.1.4 Why the teachers Use the Strategies

Four principles of instruction, they are increase comprehension, increase students-to-student interaction, increase higher order thinking and the use of learning strategies, and make connections to student's background knowledge.

1. Increase comprehension by making meaning clear through visuals, demonstrations, and other means.
2. Increase student-to-student interaction is engage students using English to accomplish academic tasks.
3. Increasing higher order thinking and the use of learning strategies by explicitly teach thinking skills and learning strategies to develop English learners as effective, independent learners.

4. And make connections to student's background knowledge with explicitly plan and incorporate ways to engage students in thinking about and drawing for their life experiences and prior knowledge.

2.1.5 Teaching Strategies in English Curriculum in Indonesia

The curriculum is the planned interaction of pupils with instructional content, material, resources, and processes for evaluating the attainment of educational objectives. In other definition, a curriculum is the total learning experience provided by a school (Henzi et al., 2007; Walsh et al., 2006). It includes the contents of courses (the syllabus), the method employed (strategies), and other aspects, like norms and values, which relate to the way the school is organized.

In Indonesia, English curriculum often ran for students' English mastery. The English curriculum ran in Indonesia moved from the teacher-centered to student-centered approach. English language teaching and learning has been implemented in schools since 1954 with its old curriculum. In the first period of its implementation, however, it was locally implemented. In the periods of 1968-1975, English was taught through the Audio-Lingual-Method (ALM) (Lie, 2007). The English was then well recognized as a foreign language which was considered as important in Indonesia. Thus, trainings were run to introduce Oral Approach (OA) in English learning. To this case, OA was regarded as the natural way to master English. Students by using this approach were invited to practice as much as possible; meanwhile the English teachers were forced to use Silent Way

(SW) to facilitate students learning. Since problems arise during the implementation, teachers were then as central figures.

The purpose of the 2013 curriculum is to create students have the balance soft skill and hard skill including the aspects of attitudes, skill, and knowledge, (Guidelines of the 2013 Curriculum). One of the concern within the framework of 2013 curriculum in Indonesia is the integration of Information and Communication Technology (ICT) as a learning concept in teaching and learning English (as cited in Pajarwati et.al 2021). Therefore, English teacher's knowledge about strategies in English lesson need to develop and varied to become acceptable social attitudes in students. In brief, student-centered aspect of teaching strategies will develop student's ability socially when studying and interacting with the teacher and their classmate, which is one of the purposes of the 2013 Curriculum.

To sum up, increasing the teacher's strategies in teaching English is suitable with the context implementation of Indonesian curriculum contain the student centered which using teaching strategies. By using the right strategies in teaching English, it will provide the students with more access to become enjoy, active, easy to understanding the materials, and develop their achievement or performing.

2.2 Principles of Teaching Strategies

In teaching English, teachers should has a strategic role as the instructional architect, designing learning experience that reflect and address students need, passion and curiosities. By keeping students at the center, in which all activities



revolve around their cognition and growth, teachers set the conditions for students to take responsibility for their learning and engage in the learning process in a deep and meaningful way. There are seven principles for good teaching from Arthur W. Chickering and Zelda F. Gamson (1987), they wrote "Seven Principles for Good Practice in Undergraduate Education." They defined what good education means at the undergraduate level. The seven principles are based upon research on good teaching and learning in the college setting.

Teachers and students have the most responsibility for improving undergraduate education. However, improvements will need to be made by college and university leaders, and state and federal officials. It is a joint venture among all that is possible. When this does occur, faculty and administrators think of themselves as educators that have a shared goal. Resources become available for students, faculty, and administrators to work together. Here they are;

Principle 1: Encourage contact between students and faculty.

Building rapport with students is very important. The contact between students and teachers are vital to the students' success. One of the main reasons students leave school is the feeling of isolation that they experience. The concern shown will help students get through difficult times and keep working. Faculty has many avenues to follow to open up the lines of communication.

For the regular classroom: Invite students to visit outside of class, know your students by name, help students with problems in their extracurricular activities, personalize feedback on student assignments, attend student events, advise students regarding academic courses and career opportunities, seek out

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students you feel are having a problem with the course or are frequently absent, encourage students to present their views and participate in class discussions, have regular office hours, Help students to work with other faculty. Let them know of options, research, etc. of other faculty, Share personal experiences and values, Use the one-minute paper at the end of class to get feedback on what the student is learning and how well they are learning it, talk to students on a personal level and learn about their educational and career goals.

For distance and online courses; Try computer conferencing, use list serves, clearly communicate your email response policy, encourage e-mail correspondence and discussion forum use, especially beneficial for those that are shy or are from different cultures because it allows them a different avenue of communication that might be more comfortable, "chat time" online with faculty at various times, scheduled weekly), use pictures of faculty/students, visit the distance sites, if possible, have an on-site support person, maintain eye contact with camera and local students, arrange for group work at a distance site.

Arthur, et.al also listed some example principle in action, such as; A York College (PA) professor has incorporated an invitation in the syllabus to encourage contact during office hours: "You are encouraged to stop in during office hours to talk about any problems or suggestions you may have concerning the course; about careers (especially graduate school or the benefits of majoring or minoring in (Insert your course here); or just about things in general. If you want to talk to me and find the schedule hours to be inconvenient, feel free to schedule an appointment."

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Faculty at St. Norbert College, Wisconsin, use electronic mail discussion groups. Many instructors find that the students are more willing to participate in a written discussion than to speak up in class. The instructor monitors the discussions and participates along with the students, adding personal perspectives and ideas to those of the students.

The Residential College of Winona State University has implemented a "living-and-learn" environment to encourage student and faculty interaction. It is located 12 blocks from the main campus and houses 400 students in large, mostly single rooms. Academic activities at the Residential College include freshman seminars, sophomore common reading seminars, and an in-resident program with notable scholars or artists participating with students in a variety of experiences. Residential College faculty are located there and hold office hours. The interaction between students and faculty are enhanced because of the increased interaction.

Technology, like e-mail, computer conferencing, and the World Wide Web/Internet, now gives more opportunities for students and faculty to converse. It is efficient, convenient, and protected. It allows more privacy so that students are able to discuss more openly without fear that other students are going to hear. E-mail also gives student more time to think about what they want to say. With these new alternatives to face-to-face communication, interaction from more students should increase within the classroom.

Principle 2: Develop reciprocity and cooperation among students.



When students are encouraged to work as a team, more learning takes place. Characteristics of good learning are collaborative and social, not competitive and isolated. Working together improves thinking and understanding.

For the regular classroom; Use cooperative learning groups, have students participate in activities that encourage them to get to know one another, encourage students to join at least one organization on campus, assign group projects and presentations, utilize peer tutoring, encourage students to participate in groups when preparing for exams and working on assignments, distribute performance criteria to students is that each person's grade is independent of those achieved by others, encourage students from different races and cultures to share their viewpoints on topics shared in class.

For distance and online courses; Use chat sites and discussion forums for student-to-student communication, set up teams to interact through e-mail or phone bridges with enough people at each site, encourage students to respond to their peers' work by posting it on the internet, have a question and answer time online, use teleconferencing for idea sharing, encourage online discussion groups that require interaction, work on group projects through phone and e-mail, team-teach courses, include an "ice-breaker" activity to allow students to share their interest and to learn about others.

The example of principle in actions are; Students in communication courses at Miami University develop a group "code of conduct" to help facilitate cooperative learning. A sample code is given out as a model. The sample code includes: respect each other, criticize ideas instead of people, listen actively, seek

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to understand before being understood, contribute to group discussion, keep an open mind, share responsibility, and attend all meetings. Students are encouraged to customize the code to address other shared concerns the group may have. Students refer to the code after each class or group session to assess their performance and identify areas for improvement.

At Naugatuck Valley Community-Technical College, students are tested both individually and collaboratively. Students are given a test date but are not told in which fashion they will be tested. Group tests are highly structured and a unanimous decision must be reached for the answer. The collaborative testing method helps students experience a sensitivity for diversity and others' point of view; develop and refine skills in persuasion, listening, and reading; and share responsibility and accountability. This method also reduces test anxiety among students.

In a first-year composition class at University of Minnesota students videotape themselves discussing apprehensions before taking the course, their feelings when they received their papers back, and what they learned from the class. Next quarter, the video is shown to new students in the course to show that the feelings they are experiencing are shared by others and helps motivate them to succeed.

Cooperative learning has several benefits. Students care more about their learning because of the interdependent nature of the process. Retention is higher because there is a social and intellectual aspect on the content material. Students also find the method more enjoyable because there is no competition placed upon

them. Cooperation, not competition, is more effective in promoting student learning.

Principle 3: Encourage active learning.

Learning is an active process. Students are not able to learn much by only sitting in classes listening to teachers, memorizing pre-packaged assignments, and churning out answers. They must be able to talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives.

Students need to make learning a part of themselves.

For the regular classroom: Ask students to relate what they are learning to something in real life. Use journaling. Give students concrete, real-life situations to analyze. Encourage students to suggest new reading, projects, or course activities. Ask students to present their work to the class. Use of simulation software to run "what-if" scenarios allows students to manipulate variables and circumstances. Practice role modeling and use web-based case studies to practice new thinking skills. Encourage students to challenge your ideas, the ideas of other students, or those ideas presented in readings or other course materials in a respectful matter. Set up problem solving activities in small groups and have each group discuss their solutions with the class.

For distance and online courses: Allow flexibility in choosing material so that it is more meaningful to the learner (e.g. students choose their own topic, project format, etc.). Have an interactive web page. Debate on-line. Present students work for other students to review. Talk about what students are learning

by creating a learning group through e-mail, telephone, chat room, or conferencing. Use e-mail for group problem solving.

Principle in action: At Iowa State University, history students interview prominent historical individuals during a press conference. After the press conferences, students work in groups identifying the main ideas and creating headlines and news articles that highlight those ideas. Structured journal writing is a major part of several classes at Lesley College. Each journal entry has two parts: the first paragraph emphasizes points for recall and retention; the second part emphasizes application of the content to the student's life experience and observation. An education professor at the University of Wisconsin-La Crosse has created a hypothetical school system, complete with administration, teachers, pupils, and families. The goal is to help the students learn the legal aspects of special education. During the semester, the students take on all roles as they participate in legal cases involving students with disabilities. Students gain an understanding of the law as it applies to special education and students with disabilities, and they develop a human understanding of the human side of the cases.

Promoting active learning in higher education is a struggle because of the learning background that many students come to classes with. This is due to the fact that the norm in our nation's secondary schools has been to promote passive learning. A large amount of information needs to be covered with not enough time, so teachers resort to lecture in order to economize their time to cover as much material as possible. Student's progress from topic to topic with no real

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understanding of the content and how it relates to their life. Effective learning is active learning. The concept of active learning has been applied to curriculum design, internship programs, community service, laboratory science instruction, musical and speech performance, seminar classes, undergraduate research, peer teaching, and computer-assisted learning. The common thread between all these events is to stimulate students to think about how they as well as what they are learning and to take more responsibility for their own education.

Principle 4: Give prompt feedback.

By knowing what you know and do not know gives a focus to learning. In order for students to benefit from courses, they need appropriate feedback on their performance. When starting out, students need help in evaluating their current knowledge and capabilities. Within the classroom, students need frequent opportunities to perform and receive suggestions for improvement. Throughout their time in college and especially at the end of their college career, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

For the regular classroom: Follow-up presentations with a five minute period for students to write down what they have learned in class, provide informative comments that show the students' errors and give suggestions on how they can improve, discuss the results of class assignments and exams with the class and individual students, vary assessment techniques (tests, papers, journaling, quizzes), offer on-line testing, software simulations, and web-based programs that provide instantaneous feedback, have question and answer sessions,

use audio and/or video recordings to assess performances, return grades for assignments, projects, and tests within one week.

For distance and online courses: E-mail gives instant feedback instead of waiting for the next lesson, use on-line testing, software simulations, and web-based programs that provide instantaneous feedback, monitor bulletin boards regularly and give specific information feedback to students, use pre-class and post-class assessments, schedule a chat group where you, the instructor are present. Use it as a question and answer session when appropriate, send acknowledgment e-mails when you receive a students work, post answer keys after receiving assignment from all students, use of hyperlinks within text to provide feedback to questions raised within the text.

The example of principle in actions are: At the University of Scranton, a management professor, used computer scored multiple choice tests and quizzes which allowed the professor to have the tests graded during the break that followed the test or quiz. The students immediately received their results and were able to discuss the exam in detail. Students were able to understand the material better through the class discussion that occurred after the test.

Hollins College students taking the Critical Thinking course submit two copies of their papers. The second paper is critiqued by another student.

Faculty at Winona State University in the Communication Studies Department have to evaluate as many as 30 speeches a day. They developed a system of codes for the most common comments on speeches. These codes were programmed into a computer program and instructors were able to listen to the

speech and type in the codes for the appropriate comments. This gave extra time to make specific comments on the individual speech and also gave students complete and prompt feedback on the entire speech.

The importance of feedback is so obvious that it is often taken for granted during the teaching and learning process. It is a simple yet powerful tool to aid in the learning process. Feedback is any means to inform a learner of their accomplishments and areas needing improvement. There are several different forms that feedback can take. They are oral, written, computer displayed, and from any of the interactions that occur in group learning. What is important is that the learner is informed and can associate the feedback with a specific response.

Principle 5: Emphasize time on task.

Learning needs time and energy. Efficient time-management skills are critical for students. By allowing realistic amounts of time, effective learning for students and effective teaching for faculty are able to occur. The way the institution defines time expectations for students, faculty, administrators, and other staff, can create the basis for high performance from everyone.

For the regular classroom: Expect students to complete their assignments promptly, clearly communicate to your students the minimum amount of time they should spend preparing for class and working on assignments, help students set challenging goals for their own learning, have realistic expectations (don't expect 10 papers in 10 weeks), encourage students to prepare in advance for oral presentations, explain to your students the consequences of non-attendance, meet with students who fall behind to discuss their study habits, schedules, and other

commitments, be careful that time on task is real learning, not busy work, do not use technology for technology's sake (it must be relevant and useful to the topic), have progressive deadlines for projects and assignments, teach time management, discussion topics from class posted in a discussion group on the web .

For distance and online courses: Understand that there will be problems with the distance and technology along the way, identify key concepts and how those will be taught. Given the amount of time, decide what realistically can be covered, each distance class should involve some kind of achievement expectation that is laid out at the beginning of the course. Assign some content for out of class time, give up the illusion of doing it all as you might in a regular classroom, vary the types of interaction. In creating an interactive environment, it can be overwhelming to the students and teacher if the types of interaction required are too time consuming.

Consider both in and out of class time, make sure you know what your goals are and that the learners understand them as well, have regular discussions that require participation.

The principle in actions are: At Fort Lewis College in Colorado they have an "Innovative Month". Students are offered a series of five week summer domestic and foreign travel experiences that help them relate what they learned in the classroom to real life. The groups are limited to eight to fifteen students per faculty member. Examples of Innovative programs include, "Management in Action", "Native American Schools", and "Music and Theater in England".

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At Lower Columbia College, the Integrative Studies Program is a block of 15 to 18 credit hours, organized around a theme. Students enroll in "traditional" courses, it must enroll in the full block. This lets the faculty reorganize the day from the traditional fifty minute classes to include whatever schedule of lectures, seminars, conferences, and discussion groups needed to achieve learning objectives for that week.

Wake Forest University teaches time management and study skills in their Learning Assistance Program and in the Learning to Learn class. Through a counseling/teaching model in the Learning Assistance Program, students are individually encouraged to learn and develop strategies to improve their academic performance. In the Learning to Learn Course, first and second year students study learning theory with emphasis on demonstrating how good time management and appropriate study skills positively affect outcome.

An easy assumption to make would be that students would be more successful if they spent more time studying. It makes sense but it over simplifies the principle of time on task. Student achievement is not simply a matter of the amount of time spent working on a task. Even though learning and development require time, it is an error to disregard how much time is available and how well the time is spent. Time on task is more complicated than one might assume.

Principle 6: Communicate high expectations.

Expect more and you will get it. The poorly prepared, those unwilling to exert themselves, and the bright and motivated all need high expectations.

Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high standards and make extra efforts.

For the regular classroom: Give a detailed syllabus with assignments, due dates, and a grading rubric, encourage students to excel at the work they do, give students positive reinforcement for doing outstanding work, encourage students to work hard in class, tell students that everyone works at different levels and they should strive to put forth their best effort, regardless of what level it is, help students set challenging goals for their own learning, publicly acknowledge excellent student performance, revise courses when needed so students remain challenged, work individually with students who are struggling to encourage them to stay motivated., encourage students to do their best instead of focusing on grades.

For distance and online courses: Give a detailed syllabus with assignments, due dates, and a grading rubric, call attention to excellent work in bulletin board postings or class list serves, show examples of your expectations with previous students' work, publish student work, provide corrective feedback. State what you did and did not like, be a role model to students. Model the behavior and expectations that you expect from students, expect students to participate, try to make assignments interesting and relevant to create interest, ask students to comment on what they are doing, suggest extra resources that support key points.

And the principle in actions are: At Bellevue University (Nebraska), students in the Introductory Psychology course are given a guide for answering

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essay questions on their syllabus. The suggestions are designed to provide direction to answering a broadly stated essay question. Three exams are given throughout the course. The list of suggestions as well as the essay question are included on the first two exams. On the final exam, only the essay question is given. Students are allowed to practice their writing skills until the assistance is no longer needed.

In order to understand how students at SUNY-Plattsburgh learn and develop and how the school can help them to do so, students are required to take the College Outcomes Measures Project examination of the American College Testing Program (ACT COMP) as freshmen and again at the end of their sophomore year.

Clayton State College requires students to exhibit seven different writing styles. Several levels of proficiency are present for each of the seven criteria. All students must pass writing assessments on four different occasions.

Although it is often only discussed at the instructional level, high expectations also includes the students' performance and behavior inside and outside the classroom. College and universities expect students to meet their high expectations for performance in the classroom, but also expect a personal and professional commitment to values and ethics. They include the discipline to set goals and stick with them, an awareness and appreciation of the diversity of society, and a philosophy of service to others.

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Principle 7: Respect diverse talents and ways of learning.

There are many different ways to learn and no two people learn the same way. Students bring different talents and learning styles to the classroom. Students that excel in the seminar room may be all thumbs in the lab or art studio and vice versa. Students need the opportunity to show their talents and learn in ways that work for them. Then, they can be guided into new ways of learning that are not as easy for them.

For the regular classroom: Use Web technologies to allow students to pick and choose learning experiences that fits the way they learn, encourage students to speak up when they do not understand, use diverse teaching activities and techniques to address a broad range of students, select readings and design activities related to the background of students, provide extra material or activities for students who lack essential background knowledge or skills, integrate new knowledge about women, minorities, and other under-represented populations into your courses, use learning contracts and other activities to provide students with learning alternatives for your courses, encourage students from different races and cultures to share their viewpoints on topic discussed in class, use collaborative teaching and learning techniques and pair students so they completed each others abilities, give students a problem to solve that has multiple solutions. Guide them with clues and examples. Consider field trips, Be familiar with Howard Gardner's research on multiple intelligences.

For distance and online courses: Encourage students to express diverse points of view in discussions, create learning activities filled with real-life

examples and diverse perspectives, provide Saturday lab experiences by contracting with local high schools or community colleges, some CD-Roms are available that offer a simulated lab, balance classroom activities for all styles (some books, some hands on, some visual), explain theory from a practical approach first then add the structural approach.

Principle in Action: Realizing that students can interpret exam questions in different ways, students at Georgia State University in the nursing program are given the chance to modify multiple choice exam questions that they find confusing. This student input lessens test anxiety and gives the student an opportunity to demonstrate what they know.

Western Washington University's Fairhaven College has a cluster college with an interdisciplinary curriculum and an emphasis is place on student-centered approaches to teaching and learning.

At Kalamazoo College, the K Plan gives students on and off campus study that allows them to spend a significant amount of their time in college on career-development internships, foreign study, and individualized projects.

The meaning of diversity is very clear from effective institutions. They embrace diversity and systematically foster it. This respect for diversity should play a central part in university decisions, be apparent in the services and resources available to students and resources available to students, be a feature of every academic program, and practiced in every classroom.

In addition, Rosenshine (2012) also list the 10 research-based principles strategies that all teachers should know. They are:

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1. Daily review
2. Present new material using small steps
3. Ask questions
4. Provide model
5. Guide student practice
6. Check for students understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Independent practice
10. Weekly and monthly review

Rosenshine's principles have a solid evidence base to support their effectiveness. However, as Rosenshine and Stevens (1986) point out, they are most effective where the objective is to master a body of knowledge or key skill involving clearly laid out steps, which the students are expected to apply later. As a result, some or all of the strategies may not be effective in certain situations, for example, if teachers are looking for creative, unique response to a problem. Therefore, as with any educational strategies, it is down to the professional judgment of the teacher to decide how and when to apply them within their classroom.

2.3 The Factors of Teaching Strategies

To reach the successful and the effective performing in teaching English, teachers vary strategies to bolster student's achievement. Teachers have challenges in selecting the appropriate instructional strategies that fit for teaching

the language subjects as learners still fail to use enriched vocabulary correctly to construct a sentences in composition writing or speaking skill. Some of the supporting factors are the same as the principles already explained. It means that, those principles are also the factors that can support the process of creating students performing or goals in English subject.

Associating new information with prior knowledge and personal experience and getting the learners to think about what they already know can facilitate the learning process (Gagne, 1986, as cited in, Mondal and Majumder, 2020) . It will be critical, therefore, for the teacher of language to probe about previous observations and experiences about key language components before demonstrating the new learning objectives. If a teachers instructional strategies fail to connect the needed dots from previous the current learning objectives, it will continue to be difficult for learners to master the language concepts efficiently.

Teaching process gets affected by various parameters such as teachers, learners, and the environmental factors. These three factors make the whole process of learning easy and smooth. Learning in a student's life is very important as it builds the base of their career professionally and personally. The three factors affecting teaching are as:

1. Learners Psychological/Individual Characteristic

Every individual studying in a class possess different qualities and require different teaching methods. It is necessary to take note of the

intelligence of students, ethnic groups of students, race, belief and socioeconomic status of the learners when teaching in the classroom.

The interest of each student in the class is also different which depends on aptitude, attitude, motivation, mental health and aspiration towards the goals of their life.

The maturity, age, motivation, previous learning, intelligence, mental health, physical need, diet and nutrition, attention and interest, goal-setting and level of aspiration are the factors affecting teaching related to learners.

2. Teachers and Classroom Support

Teachers are the pillars for their students. They play the most important role in their students' life by providing support, boosting their confidence, guiding them in the right direction, and of course teaching them. They are the facilitator of learning in the learning-teaching process. The best teacher is one who is able to apply the best teaching method to teach students and guide them towards a quality learning process. The quality of a teacher derives from the various factors such as:

a. Educational Qualification

Educational qualification of a teacher decides their knowledge. By getting a higher degree in the teaching, a teacher will be able to impart knowledge to the students in depth and of quality. On comparing the teachers who have M.ED or PhD degrees with others who do not have,

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you will be able to differentiate the different ways of their thinking and the ways of imparting knowledge to students.

b. Skills

Skills matter a lot. Sometimes a teacher with a lower degree of teaching has better skills of teaching than a teacher with a higher degree of teaching. It is not sure that teachers with higher degrees have the right instincts and can teach in a better way than teachers with lower degrees. Teaching skills are decided on how teachers connect to students, what teaching methods apply on students, how they explain the concepts to students, and what their attitude towards students. Such as; (1) Their communication skills should be effective and engaging, (2) Selection of suitable teaching method, (3) Applying the right teaching aids, (4) Their approach towards teaching students, (5) How they guide and monitor students.

c. Experience

Graduating in a degree of teaching is not that much tough as getting mastery in experience. Experience holds an important place when you are teaching students. Some aspirants acquire high qualifications which can make them qualified for teaching but lacking in experience hamper their progress.

With high qualifications, teachers can get a better understanding of the different topics or complex formulas but experience helps teachers to deal with the students and prepare them for how to teach students.

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d. Subject matter

There comes a time when teachers who do not have knowledge of a particular subject are assigned to teach that subject. In such a situation, passion and motivation to research about the topic and teach students help them. Subject matter does really matter. However, the chances of assigning subjects which are not the forte of a teacher are very rare.

The syllabus of the subject is formed by educationists and psychologists keeping the mental and physical capabilities of students in mind. The important subject matter related factors which influence teaching are the difficulty of the task, length of the task, meaningfulness of the task, similarity of the task, organized material, and life learning.

3. Environment and other Surrounding factors

The factors affecting the environment of the teaching are as follows.

a. Support materials

Teachers have their support system which consists of tools that helps them to improve their capacity of teaching. The different teaching aids help to analyze the area in which students are not taking interest or under performance. This also helps them to adopt effective strategies that teach students. Support materials in teaching are effective tools for: Assessments and scores of students, Teaching

Strategies and lesson plans, Standards and benchmark, Effective use of traditional and modern tools.

b. Instructional facilities

With the available teaching aids, teachers can cover a wide area of learning. It has many benefits such as differentiating instruction, relieving anxiety, helping learners to improve reading comprehension skills, illustrating or reinforcing a skill, presenting information in an effective way.

c. Learning environment

Learning environment is where a student learns and a teacher teaches. The classroom environment is the learning environment for students which plays an important role in the learning process. Both students and teachers get affected by the classroom environment. The environment for the learning is well maintained by active participation in education, concentration of students, teachers' focus on behavior of students etc. The environment of learning must be positive.

d. Socio-economic factor

The socio-economic background of students and teachers affect the learning process in an indirect way. It shows differences in the thinking level of students and teachers towards others. The economic factor of students sometimes gets dominated by teachers and its impact on the teaching quality of the teachers.

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e. Expectations

Expectation is a very common factor affecting teaching. It affects learners and teachers as well. Every parent has some sort of expectation with their children as they want their children to get quality education and they learn maximum when they go to schools.

This puts a psychological impact on students and sometimes it results in stress and impairments. So, the parents should involve the students in the process of learning in such a way that they ease their process instead of putting a burden on them. Also, teachers should not be put under pressure of expectations.

The National Council of Educational Research and Training Published the Core Teaching Skills (1982) which identified and laid stress on the following teaching skills. They are: Writing instructional objectives, Organizing the content, Creating set for introducing the lesson, Introducing a lesson, Structuring classroom questions, Question delivery and its distribution, Response management, Explaining, Illustrating with examples, Using teaching aids, Stimulus variation, The pacing of the lesson, Promoting pupil participation, Use of blackboard, Achieving closure of the lesson, Giving assignments, Evaluating the pupil's progress, Diagnosing pupil learning difficulties and taking remedial measures, and Management of the class.

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f. Micro Teaching

Micro-teaching implies micro-element which simplifies the complexities of the teaching process. It concentrates on using specific teaching methods and offers opportunities for practicing teaching under controlled conditions. There are many factors affecting teaching which are based on teacher-student relationship, socioeconomic conditions, policy and motivation of schools etc.

Furthermore, Yankee (2012) said Such an approach allows for deliberate, creative variety to meet the needs of all students in the class. Styles and strategies help determine a particular learner's ability and willingness to work within the framework of various instructional methodologies. It is unwise to think that a single methodology/strategies could possibly fit an entire class filled with students who have arrange of stylistic and strategic preferences. Instead of choosing a specific instructional methodology, teachers would do better to employ a broad instructional approach, notably the best version of the communicative approach that contains a combined focus on form and fluency. Indeed, teacher needs to studying and analyzing the each class before choosing and using a teaching strategies, it is because every class have different atmosphere and different student's level in comprehension. It was supported by Fisher and Frey (2007) argue that important part of the learning process in all content areas are identifying and confronting misconceptions and confusions that can interfere with the learning. The act of monitoring and evaluating students understanding is not only to correct misconceptions, it can also help in improve students learning.

When the teachers regularly check for understanding, students become increasingly aware of how to improve their learning levels.

2.4 The Relationship of Teaching Strategies and School's Achieving in English.

English is considered the language of the world, but learners struggle to learn it. (Hismanoglu, 2000; McCombs and Whistler, 1997), learners are more actively involved in the learning process and learn better when teachers use different teaching strategies in the classroom. Shull (1986) Teaching strategies that teachers use in the classroom increase student engagement and always remember what students don't. Kumar (2007) pointed out that when the class is active, the students are also active, so teachers should use teaching strategies to create an active classroom. In addition, Bernaus et al. (2009) found that student performance and motivation in learning English are influenced by the instructional and motivational strategies teachers use in the classroom.

2.5 Using Teaching Strategies in Teaching English

Teaching strategies have many benefits, as many researchers have shown. Costantino (1999) argued that because of the importance of educational strategies, teachers should use them in the classroom to teach English. Teaching strategies motivate students to learn English and help them understand it better. According to Tanner, Bottoms, and Bearman (2000), good teachers know what interests and challenges their students. Some teaching strategies give students challenges and roles in the classroom to help them learn English effectively. Learner (2003)

found that teachers should use different instructional strategies to teach the four skills (reading, writing, listening and speaking) and that these strategies should reflect and reinforce the four skills. says there is.

Neo (2005) argued that because students learn by interacting with each other, teachers should use strategies such as group work and pair discussion to achieve this end. Cheesman (2006) argued that educational strategies enhance students' critical thinking and participation in the classroom. Wilkinson & Jablon (2006) argued that teaching strategies can be used not only for teaching, but also to change the environment and control teaching. Researchers have found that student performance depends on student engagement, rather than teacher control, because students learn better and more effectively when they are involved in the learning process. Furthermore, Kumar (2007) states that students need to be involved in the learning process and actively help them acquire English, and this is only possible through the use of teaching strategies. Finally, the educational strategy of Hamilodlu and Temiz (2012) is very important. Check student comprehension and give students the opportunity to express their opinions. Also, some of the strategies, such as asking questions, stimulate students' curiosity.

Meanwhile, Eison (2010) stated that some of the teachers don't like to use teaching strategies in the classroom because they need time and they can't cover the content also teachers need to work more and be more prepared to use these strategies in the classroom. In addition, it is difficult to use teaching strategies in the large classes and students fear from dealing with strategies so teachers prefer lecturing.

Also, Facella and Rampino (2005) teachers should use the strategies that suit all students levels so some of the teachers find this difficult and burden them. However, Eison (2010) proposed solutions to overcome these problems and to help teachers to use them like using short activity to save time, and discussion to decrease the risk of not covering the material. Also, students do all the work in the classroom so this will help the teacher and decrease their energy in the classroom.

Anderson (1994) cited in Yu Ho (1997) stressed that student learning achievement may heavily depend on the teacher's instructional planning, teaching method selection, and on a variety of learning activities. On the other hand, there is an assumption that students learn with different styles, speeds, levels of prior knowledge and environments when the subject matter is given by way of a variety of teaching strategies.

Webster's Dictionary International Version (1986) definition described teaching as (1) to impart knowledge or skill; give instruction to (2) to provide knowledge of; instruct in (3) to cause to learn by example or experience (4) to advocate; preach.

In the same vein, Another resource is Kindsvatter et al. (1988, pp. 156-183) offered four principles of effective teaching based on students' behavior as follows: (1) time on-task to learn the content (2) content coverage of the learning task appropriately (3) performance success of students' completion of their assignments (4) feedback and praise based on the correctness, quality and remediation of students' performance. He added that the above factors are critical in determining student achievement and these behaviors enable the student to be

actively involved with class materials and practice (1988, p. 156). Phipps et al. (1988, p. 145) defined "good teaching" or "effective teaching" as "the direction of the learning process so that desirable changes of a relatively permanent nature are brought about within the learner as a result of the instruction." He emphasized that effective instruction should result in the development of desirable attitudes, interests, ideals, appreciations, understandings, habits, and abilities, then he listed eight basic factors of good teaching as democracy, use, readiness, learning by doing, motivation, structure, feedback, and discovery.

In the same vein, Monk and Dillion (1995) suggested in the planning and managing for teaching science that the aims of activities are to help teachers to develop the following: (1) knowledge of the elements of planning and classroom management; (2) skills and strategies for organizing and managing activities in lessons; (3) skills and strategies in planning and managing continuity between lessons; (4) experience in developing and planning a scheme of work. (p. 53)

2.6 The Nine Characteristics of High Performing High School

High performing in the dictionary is who is dynamic, ambitious, and achieves things in life. Adopted from Shannon & Bylsma (2007), there are nine characteristics of high-performing schools.

They are; (1) Clear and shared focus. It means; There is a shared vision for the school which focuses on student learning. The shared vision drives policy, practice, and decision-making. All stake holders have an understanding of purpose: what they are doing, why they are doing it, and where they are headed. Everyone has an understanding of what their role is in achieving the vision. The



focus and vision are developed, at least in part, from common beliefs and values. Data is used effectively to analyze, evaluate, and improve.

Clear and shared focus looks like; Stake holders (staff, students, parents, community) are aware of, and can articulate the shared focus and vision. Resources (time, space, materials, practices) are aligned to support the shared focus and vision. Teaching and learning are organized around the shared focus and vision. There is a commitment to continual improvement. Data is utilized to measure successes of shared focus and vision, and used to build on strengths and correct weaknesses.

(2) High standards and expectations for all students. It means; Teachers and staff believe that all students can learn and meet high standards. Students believe they can learn and meet high standards. Students are offered high rigor courses and courses of study. Students are encouraged to take high-rigor courses and courses of study. Teachers focus on student success and create models, systems, and strategies focusing on students success at a high levels. A primary focus is to help students become college and career ready.

High standards and expectations looks like; Instruction focuses on high expectations, using excellent teaching pedagogies and high quality performance assessments. Consistency, alignment, and articulation are seen between grade levels and content areas. Clear links exist between instruction and assessment. Students are clear about what expectations are and what quality work is. Staff and students articulate their belief in their capacity for success. Instruction is personalized for students. Staff use outcomes to analyzed trends, and plan

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strategies around data for the purpose of improving student learning. Professional development is aligned with staff needs, based upon student data. Resources such as time, staff, materials, and other key ingredients are organized around what is necessary to obtain high performance for all students.

(3) Effective school leadership. It means; Leadership includes district and school staff and administration. Leadership is necessary in both instructional and administrative areas in order to have high-performing schools. High quality leaders are proactive in what they do. Effective leadership begins with relational trust, and is usually distributed, sustainable, and collaborative. Leadership focuses on developing a culture for school improvement with student success at that core. Leadership is not tied to a style, personality, or position.

Effective school leadership looks like; Good leaders work to develop, articulate, implement, and nurture a vision of high quality schools. Good leaders work on school cultures that focus on student learning and outcomes along with staff professional growth. Good leaders ensure the priorities and management of schools match their vision. Good leaders collaborate with the stakeholders in their schools. Good leaders model excellence, and mentor others. Good leaders work to remove barriers to student learning.

High level of collaboration and communication. It means; Teamwork is evident in schools among teachers, administration, students, and parents. Communication is of high quality and timely. Staff collaboration is focused on things that matter: curriculum and instruction, improving practice, and student success. There is strong sense of community, both internal and external. Systems

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are articulated and aligned. External stakeholders (parents and community) are engaged in the educational process and decision making.

High level of collaboration looks like; Schools provide structure, time, and support for collaboration. Staff and parents are involved in school improvement together. Regular, two-way communication occurs. School teams reflect the diversity of the school community. Parent teams reflect the diversity of the broader community. Multiple means for communication exist such as newsletters, websites, home visits, and/or other electronic communications.

(5) Curriculum and instruction aligned with standards. It means; Curriculum is planned around academic learning requirements. Research-based strategies are utilized in the classroom. Assessment are aligned to planned curriculum and standards. Instruction is not only aligned to standards, but varied according to student needs. Consistent frameworks are used in developing curriculum with focus on big picture ideas, essential questions, student learning outcomes, assessments of learning, and instructional practices. Formative assessments (assessments FOR learning) and summative assessments (assessments OF learning) are both used effectively.

Curriculum and instruction aligned with standards looks like; Curriculum is aligned to state standards and between grade levels Curriculum and instruction are based on best practice research. Instruction is focused on high expectations, and is personalized, based upon individual student needs. Culturally responsive teaching strategies are utilized. Assessment (formative and summative) line up with what is intended to be learned. Grading primarily reflects student learning

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instead of other things. Students are directly involved in assessing their own learning

(6) Frequent monitoring of teaching and learning. It means; Monitoring is define as “analyzing what we are doing against the results we are getting and wanting”. (Schmoker, 1996). Regular use of different assessment occurs to identify individual student needs. More support time, resources, and/or different instruction are provided to students who need help or desire to accelerate. Assessment results are regularly used to improve instruction. Students, parents, and teachers all monitor the student progress. Regular, non-threatening feedback occurs, leading to improvement.

Frequent monitoring of teaching and learning looks like; Teachers use assessment information to modify their own practice. Assessment is aligned with curriculum. Assessment is seen as much as a tool FOR learning as it is OF learning. Teaching and learning are a key focus of staff supervision and evaluation. Principals are in classrooms often, observing instruction. Time and resources are in place for reflection and review of teaching and learning. Teacher schedules are organized effectively to encourage collaboration around teaching and learning. Student outcome goals are clear and explicit and shared. Student goals, progress, and strategies for improvement are shared regularly with parents. Strategies, practices, and program are change if needed, based upon student performance. Multiple assessment are used in the classroom, including formative assessments, measurement of academic progress such as MAP/NWEA, as well as standardized test. Coherent grading practices are used that reflect desired learning.

(7) Focused professional development. It means; Teachers are expected to develop deeper knowledge and new skills. An emphasis for professional is placed on training staff in areas of greatest need. Data (student data and teacher feedback) drives ongoing professional development. Professional development is aligned to the school's vision and goals. All professional development is developed and evaluated in relation to the impact on student learning and improvement of teaching. Professional development is regular, ongoing, and embedded.

Focused professional development looks like; It is based on data and needs, and sustained over time. It is deliberate and purposeful and focused on skill development to support student learning. It engages all employees: administrators, teachers, parents, etc. Professional development models good instructional practices. Professional development is customized as best as possible to meet individual learner (teacher) needs. It is job-embedded and integral (relevant) to the daily work of staff. It has input from teachers based on their perceived needs.

(8) Supportive learning environment. It means; The school is a safe place and the culture of the school promotes learning. Students feel connected to staff, and healthy relationships are valued. The school and its classrooms reflect a "warm", caring environment. High expectations exist for staff, students, and parents. Instruction is personalized, and small learning environments exist as much as possible. School culture reflects a healthy and intellectually stimulating learning environment.

Supportive learning environment looks like; Students, parents, and staff show loyalty and bonding to the school. Good classroom management is found, and contributes to learning in the classroom and overall school behavior. The school is making progress in achievement, discipline, attendance, and other key indicators. A respectful and courteous environment is seen between all stakeholders. Students take responsibility for their own learning and behavior.

(9) High level community and parent engagement. It means; Students, parents, and school staff all feel sense of responsibility in the educational process. Community involvement is evident through formal partnership and informal relationships and activities. A wide range of parents, high numbers of parents are engaged in schools. Parents are involved in a variety of ways in engaging in schools.

High level community and parent engagement looks like; A broad range of parents and community members have active voices in school improvement processes. Parents understand their importance roles, why they should be involved, and what they are capable of contributing. School staff understand the importance of family engagement and create opportunities for their involvement. Parents are offered training and assistance in the roles they can play. Parents are “recruited” from a wide range of groups to serve in key roles. There is frequent use of diverse means to engage parents with communication vehicles and opportunities for involvement.

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2.7 Related Studies

Reviewing related studies is an important aspect to the researcher in conducting the current study. The first advantage is that it can help the researcher to widen the study in different location, site, or subject. Beside it can help to the researcher to find the literatures relates to the study. Furthermore, reviewing related studies may also help the researcher to avoid plagiarism in terms of design and findings from previous researcher. In this part, the related studies are in relation with teaching strategies which are presented as follows:

1. The first related study was conducted by Sutarto et al (2020). They analyzed the Teacher strategies in online learning to increase student learning engagement during the COVID-19 pandemic. The subjects are the teachers of SDIT Rabbi Radhiyya Curup. After conducting the interview, the result showed that the strategies used by the teacher to increase students' interest in learning were to provide students with an understanding of the importance of learning, to make learning material brief, clear, and interesting, to use simple and interesting media, and to conduct regular and continuous evaluations. Online learning, students get something fun, but the lack togetherness with their friends. The similarity found to this research was the qualitative method and the data collection method (interview). The differences was the focus of the research, the location, and the education level of participants.
2. Another study was conducted by Marzulina et.al. (2021). They evaluated the English teachers' strategies in managing large classes using case study.

The study involved four English teachers and ten students at one state Madrasah Tsanawiyah in Palembang, Indonesia. The data were collected through observations, interviews, and document review. Thematic analysis was conducted across a data set. The findings demonstrated that planning the lesson, organizing and controlling the students, managing the classroom communication and talking time, then giving written and timely feedback on students' work were the strategies applied by the English teachers. The result showed that using of the strategies was positively perceived by the students that they could have a better understanding, practice mutual-respect and enjoy the lesson. The similarities were found in the data collection method (interviews and document review), and the research design (case study). The differences found were the focus of the research, the participants education levels.

3. The next study was conducted by Tanner et al (2000). They analyzed about Teaching strategies, how teachers teach things. This research aimed to help teachers teach and create interesting classrooms. The survey states that teachers are responsible for the learning and teaching process in the classroom. Teachers who use different strategies are better able to engage and motivate students in their learning. In addition, good teachers always know what interests their students and inspires them to learn. Her teaching strategies are fun, interesting and challenging. Innovative teachers can generate creative generations, so they need to capture the attention of their students.

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However, teachers can use different strategies in the classroom, depending on the student's needs and learning situation. Student-centered teaching strategies are better for students because student-centered learning depends on their active participation. Teachers use educational strategies that make students partners in the learning process to reinforce learning and put into practice what they learn. Student Center strategies include asking questions, relating lessons to the student's world, collaborative group learning, role-playing, and asking students to self-assess after activities. Results show that good teachers use different strategies depending on the student's level. The similarity found in this research was in the focus of the research. The differences found in this research were the location, and the samples education levels.

4. In a study by Oakley et al (2004), They conducted research on turning student groups into effective teams. To obtain positive learning outcomes, students must participate in discussions that engage students in the learning process. Teachers can use groups as a teaching strategy, but these groups should be placed carefully. In addition, group formation is very important to improve interaction between students and facilitate learning. For example, weaker students should be paired with stronger students because stronger students tend to choose each other and cooperate with weaker students. Results showed that weaker students outperformed in coping with assigned tasks when teachers matched weaker/lower students with strong students. Stronger students gain confidence in the material

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while enhancing their teaching and learning processes. It can be called as cooperative learning and this is one of strategies that help teachers to handle the students from many different types of culture, prior knowledge, and background. The similarity found in this research was in the focus of the research. The differences found in this research were the location, and the samples education levels.

5. The next study was conducted by Alberta (2005), Researchers say, "Our words, our ways: At Teaching First Nations, Métis, Inuit Learners, effective teaching strategies can inspire and motivate students to learn English effectively. The authors argued that there are different strategies suitable for the level and subject area of the students. Teachers can use strategies such as graphic her organizer, collaborative learning, independent learning and service learning to engage Aboriginal students. Sometimes I teach. The author explained that learning is not only knowing information, but also participating in the learning process and challenging learning and those all recommended for English teacher.
 - a. Graphic organizers such as Mind Map, K–W–L chart, Place Mat, P–M–I chart, Venn diagram, T-chart, Fishbone.
 - b. Cooperative learning: Students work in pairs or in groups to do a task or a project; such as, Setting the stage, Think–pair–share, Inside/Outside Circles, Brainstorming, Graffiti, Walk About, Three-step Interview, Jigsaw, Four Corners. The similarity found in this research was in the focus of the research.

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The differences found in this research were the location, and the samples education levels.

6. Facella and Rampino (2005) examined the used of Effective Teaching Strategies for English Learners. Teachers of children should use strategies that match the children's abilities and motivate them to learn. These strategies should be appropriate for the child's language acquisition stage. Researchers used interviews and questionnaires. They surveyed her 10 child educators in the Chelsea, Massachusetts and Brookline, Massachusetts public school systems to see which strategies were most popular with teachers. Strategies that teachers use to teach children include gestures, step-by-step instructions, storytelling, and repetition. Children were more involved in the learning process when teachers used real objects. However, researchers have shown that the strategies teachers use in the classroom vary according to the student's grade level. Results indicated that teachers used strategies to connect content and language to support social and communicative interactions. Students are more interesting to visual facts, such as pictures and videos. Teachers could selected the materials based upon students level or grade first. The similarity found in this research was in the focus of the research. The differences found in this research were the location, and the samples education levels.
7. Neo (2005) conducted a study entitled focusing on Engage students in group-based collaborative learning. This study was based on collaborative

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learning as a strategy for teaching students. This strategy has many advantages. Students learn by interacting with each other and participating in their learning, students learn to manage their time and work, and students rely not only on the language itself, but on learner-centered education. Learn all you need to learn. This research was conducted at the Multimedia University, Malaysia. Following his three stages were carried out. Small group research activities, subgroup website development, class homepages. Results indicated that students responded positively to this strategy, as demonstrated by student work. Cooperative learning has been conducted in the school since it began to implement the 2013 curriculum. The similarity found in this research was in the focus of the research. The differences were found in this research were the location, and the samples education levels.

8. Young Cho & Teo (2013) argued in a study entitled EIL Teachers' Motivational Strategies and Students' Preference in Deep Southern Part of Thailand, that Educational or motivational strategies are very important as they motivate learners to learn. This increases class participation and engagement in the learning process, improving performance in learning English as a second language. Researchers used two of her questionnaires. The second is to examine students' motivational strategy preferences. The survey was conducted at Hatyai Wittayalai School with 15 of her EIL teachers and her 45 students. The results showed that more motivated students showed better engagement and better outcomes. Although the

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innovative strategies were not used by teachers, these strategies were preferred by students. Therefore, the researchers recommended future studies to examine whether motivational strategies of younger students differ from those of older ones. An English teacher needs to become update to newest because English is developing subject. The similarities found in this research was in the focus of the research and the collecting data (questionnaires). The differences found in this research were the location, and the samples education levels.

9. Bernaus & Gardner (2008) claimed in a study entitled “Teacher Motivation Strategies, Student Perceptions, Student Motivation, and English Achievement” that Language teaching strategies influence student achievement and motivation to learn. Researchers pointed out that these strategies can be divided into traditional and innovative strategies. They used teacher questionnaires and student questionnaires to collect information. Participants in this study were 31 English teachers and their students. His 50% of the participants came from public schools and the remaining 50% of him from private schools. The results showed that several strategies influenced student motivation, and that motivation was a positive predictor of English performance. Teachers reported that strategy use did not affect learners' achievement, but students reported that strategy use affected motivation for English achievement. In other words, students perceptions are valid result to measured and applied teaching strategies with the students motivation in English subject. The similarities found in

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this research was in the focus of the research and the collecting data (questionnaires). The differences found in this research were the location, and the samples education levels.

10. Bernaus et al (2009) pointed out in a study entitled "Teachers' Motivation, Classroom Strategy Use, Students' Motivation and Second Language Achievement" that Student motivation and English performance are related to the strategies teachers use in the classroom. Moreover, changes in teacher strategies affect student motivation and learning. Researchers used two of her questionnaires for teachers and students. They distributed questionnaires to 31 English teachers and their students to identify the strategies teachers used in the classroom. Results showed that both teachers and students need to be motivated. When teachers are motivated to teach, students are more motivated to learn and become more active participants in learning English. When teachers use motivational strategies, students participate in the learning process and learn better. The similarities found in this research was in the focus of the research and the collecting data (questionnaires). The differences found in this research were the location, and the samples education levels.

11. He (2009) conducted a study entitled "**Motivational Strategies: Students' and Teachers' Perspectives**". He stated that Motivation is the most important thing that drives students to learn. Therefore, teachers use motivational strategies to motivate learners to learn English. Researchers used two of her questionnaires for teachers and students. Participants were

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her 11 teachers and her 40 non-English speaking students from Kent State University. The main purpose of this study was to examine teacher and student perspectives on motivational strategies. Findings show that students are more easily motivated, men and women hold different beliefs about strategy, and good relationships with students produce academic benefits. Teachers need to understand the needs and abilities of their students before applying strategies. Both students and teachers share the same view of using motivational strategies.

In conclusion, the researcher found that is to create students and schools' achievement/performance in English subject is depend on the teachers' innovation to modify the teaching strategies/technique in teaching and learning English by understanding First, the definition of educational strategy. Next, we find the relationship between teaching strategies in English and academic performance. This helps teachers understand that teaching strategies play a very important role in improving student performance and enabling students to learn better and achieve their best performance/achievement in English. And for additionally, researcher hopefully it could become good references for researcher and the other English teacher to improve teaching skills in the future.

2.8 Conceptual Framework

The researcher needs To examine the impact of the use of teaching strategies on English teaching and learning. They are linked, complement each other, and give the reader a clear picture of what it means to use educational strategies in teaching and learning English.

For the first, the researcher will refer to the definition of teaching strategies. Second, is will present the relationship between teaching strategies and the students and school's achievement in English. This could help English teachers to understand that teaching strategies have very important role in increasing the student eventually school's achievement and make students learn better and effectively.

The third, researcher will Discuss the benefits of using teaching methods in the classroom. Most of the studies emphasize benefits of using teaching strategies in teaching English. Researchers have previously argued that using educational strategies can create active classrooms and motivate students to learn languages..

The fourth, what are Drawbacks of using educational strategies in the classroom. Some researchers have shown that using teaching methods wastes time and teachers fail to cover content.

The last is how the school supports their English teachers and learners to get achievement in English subject.

The final part of this chapter will discuss the various studies that were conduct in the area of teaching strategies of teaching and learning English. This study that the researcher refers to one of private schools in Pekanbaru which categorized one of high-achieving school in English. The review important for gaining information on the different teaching strategies used by teachers in that school and what is the most effective one of them.



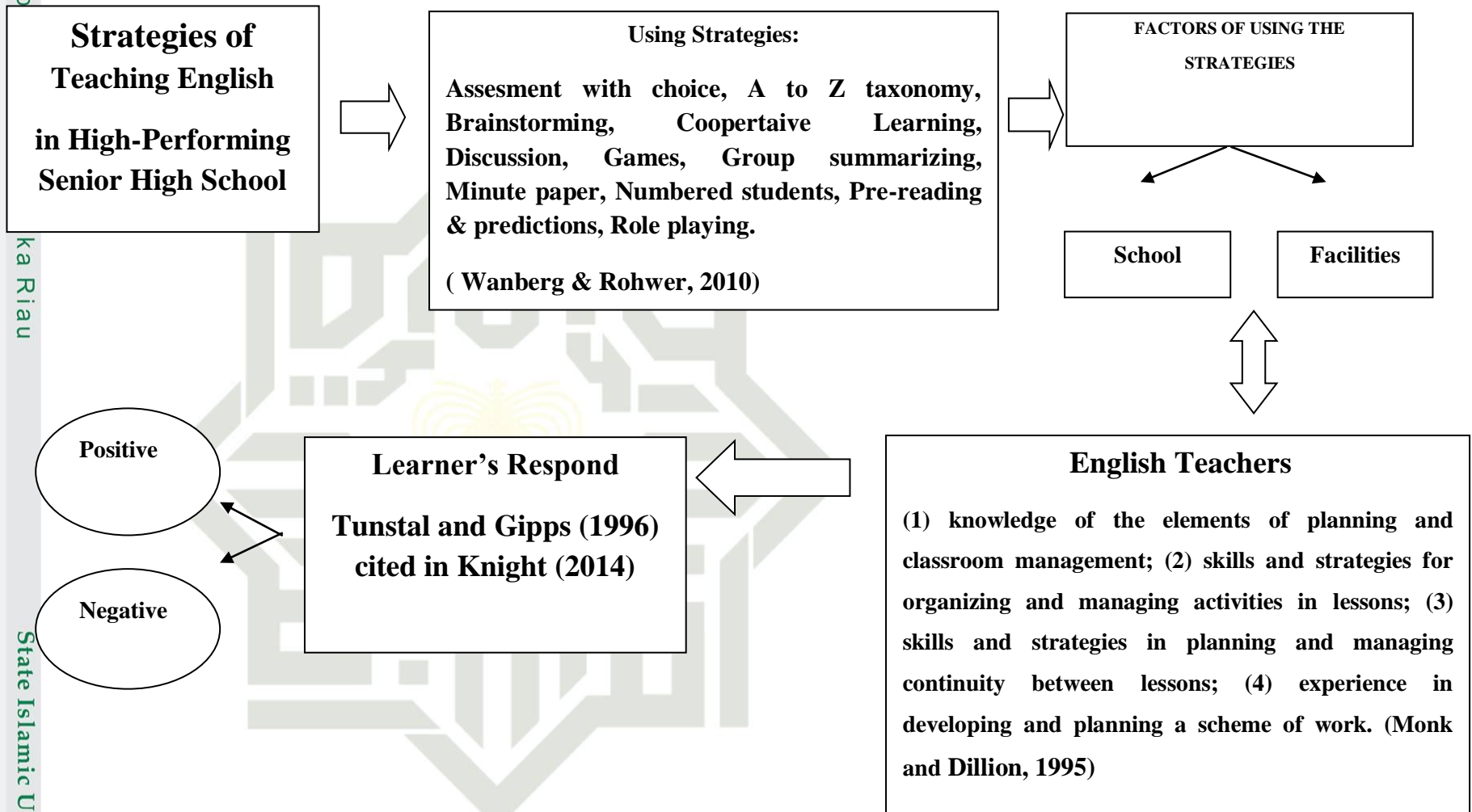
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Figure 2.8 Conceptual Framework of Teachers' Strategies of Teaching English in High-Performing Senior High School



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CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research method used in order to gain and analyzed the data for answering the research questions of this study. The chapter includes presentation of research, data collection technique, and data analysis of this study. The chapter ends with brief discussion of the validity, reliability, and ethical consideration in conducting this study.

3.1 Research design

The research is a qualitative study in the form of a case study in that many studies have used it to explore more about a problem and to examine a phenomenon or an individual problem in a specified context like in the teaching problem that can be found by the teacher. The researcher follows the descriptive of teaching strategies to accomplish the main objectives of the study and answer the research questions. In this research, the researcher use qualitative research and the design is a case study that focus on the teacher's strategies of teaching English in high performing high school in as one of Islamic Senior High Schools in Pekanbaru. According to Creswell (2009, p. 4), "Qualitative research is a means for exploring the teacher's strategies in teaching English in high performing high school."

Gay, Mills, & Airasian (2012, p. 444) stated that "Case study research is a qualitative research approach in which researchers focus on a unit of study known as a bounded system (individual teachers, a classroom, or a school). Yin (2018, p.

36) also stated that “Case studies allow you to focus in-depth on a “case” and to retain a holistic and real-world perspective-such as in studying individual life cycles, small group behavior, organizational and managerial processes, neighborhood change, school performance, international relations and the maturation of industries.”

3.2 Research site and time

The researcher gains the access to AL-IITIHAD Pekanbaru Senior High School by suggestion from one of the English teacher that joining in English Teachers Forum Pekanbaru (MGMP). The suggestion is sending the request letter to do preliminary interview with the English teacher to the school directly. AL-IITIHAD Pekanbaru Senior High School was selected as the location of the research located at Jl.Yos Sudarso, Lembah Damai, Kec. Rumbai Pesisir, Kota Pekanbaru, Provinsi RIAU 28266.

The site of the research is the researcher has decide to choose this private school for some reasons. First, this school is one of the high performing senior high schools in Pekanbaru which has the Islamic basic school. Second, this school is one of private senior high schools which has the same criteria with the researcher’s school site. Researcher works and teaches in one of private senior high schools in Pekanbaru to get more information and learn the other school’s strategies in teaching English, especially the teacher’s strategies to gain some achievements or performing in English subject. Based on the preliminary interview and school visited, the researcher found that school can be include into nine characteristics of high-performing schools (Shannon & Bylsma, 2007) and

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researcher will take more information for intergrate the data with real of school's condition.

3.3 Research participants

The participants of the study were two English teachers who teach at AL-IITIHAD Private Senior High School in the academic year 2022/2023 as can be seen in Table 3.1.

Table 3.1
The Table of English Teachers in AL-IITIHAD Senior High School, Pekanbaru

NO	TEACHERS	GENDER	AGE	EDUCATIONAL BACKGROUND/ QUALIFICATION	TEACHING EXPERIENCE	TEACHING GRADE
1	TEACHER A	Female	32 Years Old	S.Pd., Gr	9 Years	X & XII
2	TEACHER B	Male	28 Years Old	M.Pd	1 Years 8 Month	XI

3.4 Technique of data collection

Researcher used this design build on the results of the qualitative phase by developing an instrument, identifying variables, or stating propositions for testing based on an emergent theory or framework. These developments connect the initial qualitative phase to the subsequent quantitative component of the study. Because the design begins qualitatively, a greater emphasis is often placed on the qualitative data. The researcher used observations, interviews and documentation to collect data. Three of the tools will prepare by the researcher. These instruments are describe in details below.

3.4.1 Observation

According to Creswell (2012, p. 213), "Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site." The data consist of observation as participant, observer, and field note: rich, detailed description, and including the context. In this study, observation was conducted by observing the 2 English teachers in AL-IITIHAD Pekanbaru Senior High School Jl.Yos Sudarso who are able to do an interview as the next technique in collecting the data. Video recording will take by using mobile phone and saving in researcher's data.

Before research the observations, researcher asked the school for permission through the head master in that school by taking the research letter from UIN SUSKA Riau for six month around. After getting the permission, researcher visits the school research to meet the English teachers and made some appointment to adapt the English teacher's schedules. In this observation, status of researcher is as a non-participant observer. It means, researcher takes the right position in the classroom only and keep the activity in the class with video recording by use mobile phone. The observation will be implemented for one month around or for one English material (KD), and the teaching activities take for 4 times around. Furthermore, the reason why observation is used, because the researcher wants to know the teacher's strategies of teaching English in high-performing high school.

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3.4.2 Questionnaire

Latief (2014) summarize that questionnaire is a written instrument consisting of questions to be answered or statements to be responded by respondents. It is used to gather information about fact or about opinion/attitude.

Questionnaire is a set of data-gathering instruments are popular research instruments including communication, education, psychology and sociology.

Besides observation, the researcher has continued the next instruments that is questionnaire. Questionnaire will implemented after the observations are done. In this case, the questionnaire is not the main instruments, the goal of questionnaire as a complement. Questionnaire is utilize to collect the data needed to find the answer to the research by the question. This aims to detect what language learning strategies Students of the Islamic Private Senior High School applied while they are learning with the teachers. The most frequent and efficient method of identifying students learning strategies is through questionnaires to minimize the limitations of students who may forget what strategies that the teachers use in the past. The forms for questionnaires include check lists and rating scales. Designing questionnaires that are valid, reliable and unambiguous is a very important issue.

The questionnaire is in the form of Likert-scale, with Closed that the answer to the questions posed already provided. Research subjects are only required to choose one of the answers that suitable for the students. The alternative answers used consisted of five alternative answers that strongly agree, agree, Neutral, disagree and strongly disagree.

The contains of the questionnaire deals with the students respond to the teacher's strategies in teaching English.

Table 3.2
Score for Each Item on a Likert Scale

Answer	Positive Questions Score	Negative Questions Score
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

3.4.3 Interview

After taking questionnaire, the study will continue with using technique to collect the data by an interview. According to Creswell (2012, p. 217), "A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers." It is a process of the conversation between observer and participants by asking and answering questions face to face, over the mobile phone, or E-mail interview. The researcher will conduct interviews with teachers of English in order to receive more information about teaching strategies and school's achievements to support the data of the video recording. The interview will takes in the form of semi structure interview (open-ended) include yes/no questions Teachers are also asked to deepen their answers. The interviews will conduct by the researcher, who will meet with each of the teachers separately at the schools where they teach. Each interview will take for (20-30) minutes around.

During the interview with the English teachers, the researcher will record by using a mobile phone and took a note because the interview will conduct directly or face to face. This data is use to find out the teachers' strategies and how teachers implement these strategies in the classroom and the answer from the interview will be strength by using the other data collection such as observation and documentation.

3.4.4 Documentation

According to Creswell (2012, p. 223), "Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters." Documents are mostly written that deal with many facets of society and in this research, the documentation is the lesson plan and the material or book the teacher uses in the classroom.

In this research, documentation is the lesson plans and other documents that have been used by the teachers and the researcher will see the lesson plan to find out how the teacher practices the teaching and learning English in the classroom.

3.5 Data Analysis Technique

The analysis data is about teacher's strategy of teaching and learning English and how the teachers practice it in the classroom. The first collecting data is observation that the researcher will take from the English teacher's activity in the English class with video recording. To get the data needed in the study, was

used some ways to get it, there are: 1) Asked permission to carry out the study, The researcher was do a preliminary study to make sure the place, subject, object, learning process. 2) The researcher was observed about the place, subject, object, teaching learning process and learning strategy used by the English teachers 3) The researcher distributed questionnaires to the students 4) The student fill out the questionnaires 5) The researcher will interview the teachers in order to describe and identify the information about learning strategies applied in English class. 6) The researcher was made field notes about the result of the interview. 7) The researcher collected photos, audio recorded product , lesson plan and others as documentation.

The steps of analyzing the data is based on Creswell's theory (2012, pp. 237-260), he suggests that there are six steps to analyze and to interpret the qualitative data by examining the "bottom-up" approach. It is a linear approach that the researcher can be use this approach from the bottom to the top in data analysis techniques and the six steps to analyze the data are preparing and organizing the data, exploring and coding the data, describing findings and forming themes, representing and reporting findings, interpreting the meaning of the findings, and validating the accuracy of the findings.

1. Preparing and Organizing the data

After getting the data by using observations, questionnaire and interviews with those 2 English teachers and the students, the researcher will organize the data in a folder because the observation, questionnaire and interview data consists of interviews with 2 English teachers. The

researcher also will analyzing the video recording and transcribe the interviews data, scan the lesson plan and typing up the field notes.

2. Explore and Code the Data

The first is exploring the data means that reading all the data after transcribing into the text, for example taking some notes of the English teacher's ideas or concepts about teaching strategies and the practices in teaching and learning process, how to organize the data and whether it needs more data in an interview or not. The second is code that gives a label or categories the data with a term and whether it is used to describe a paragraph or segment of a text.

3. Use codes to build description and themes

Description means that the researcher should give detail information about who, where, and what kind of event or problem. It makes the data easy to read and know how to start to analyze the data. Themes can be a category that consists of no more than four words. The types of themes are ordinary, unexpected, hard to classify, and major and minor themes.

4. Represent and report the findings

In this step the researcher uses teacher's strategies of teaching and learning English to represent and report the finding, how the teachers practice the teaching based on their strategies. It is also how the data will be represent and report in detail such as using a narrative to convey the findings of the analysis.

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5. Interpret findings

Interpretation means that the discussion or give a meaning or the last section of the analysis the data such as a personal view or reflections in the discussion, suggestion for the next research, conclusion and implication.

6. Validate the accuracy findings

In this step of analyzing data, the researcher will check findings and interpretation by checking the collecting data, and asking the participants in this research about the accuracy of the report, whether it is complete, needs more data or not, or whether the report is logical or not.

3.6 Validity and Reliability

In reassuring the validity and the reliability of the research, most of the experts agreed that there is no exact method to assess the validity and reliability of qualitative research. Moreover, Merriam (2009, p.212) “claimed that most educators conducting qualitative investigations do not want to wait for the research community to develop a consensus as to the appropriate criteria for assessing validity and reliability”. Hence, the researcher in qualitative research does not measure instrument statistically like in quantitative research.

Validity in qualitative research is as important as it is un quantitative research. Validity is one of the strengths are accurate from the standpoint of the researcher. The strategy which has been widely used to indicate validity of qualitative research is triangulation. Triangulation refers to “the process of corroborating evidence from different individuals, types of data, or methods of data collection in descriptions and themes in qualitative research” (Creswell.

2012. P. 259). In addition, Denzin (1978) there are our types of triangulation have been proposed as cited by Merriam (2019). Confirm new findings using multiple methods, multiple data sources, multiple researchers, or multiple theories. Hence, this research provides it as the strategy to ensure the validity of the research.

According to Gibbs (2007) as cited in Creswell (2009, p.190), “qualitative reliability indicates the researcher’s approach is consistent across different researchers and different projects.” Furthermore, Gibbs (2007) as cited in Creswell (2009, p. 190) suggested the procedures to gain the reliability of the research. Those procedures are:

1. Check the transcripts to make sure that they do not contain obvious mistakes made during transcription.
2. Make sure that there is not a drift in definition of the codes, a shift in the meaning of the codes during the process of coding.
3. Cross-check codes developed by different researchers by comparing results that are independently derived.

Furthermore, reliability means that if another researcher attempts to replicate a study the findings will have the same result. But reliability is problematic in the social sciences simply because human behavior is never static (Merriam, 2009). For additionally, Lincoln and Guba as cited in Merriam (2009) stated that checking the consistency of the research to ensure the results are consistent with the data collected can be optional rather than demanding other researchers have the same results. Merriam stated that triangulation is also a strategy to make sure the consistency of the research.

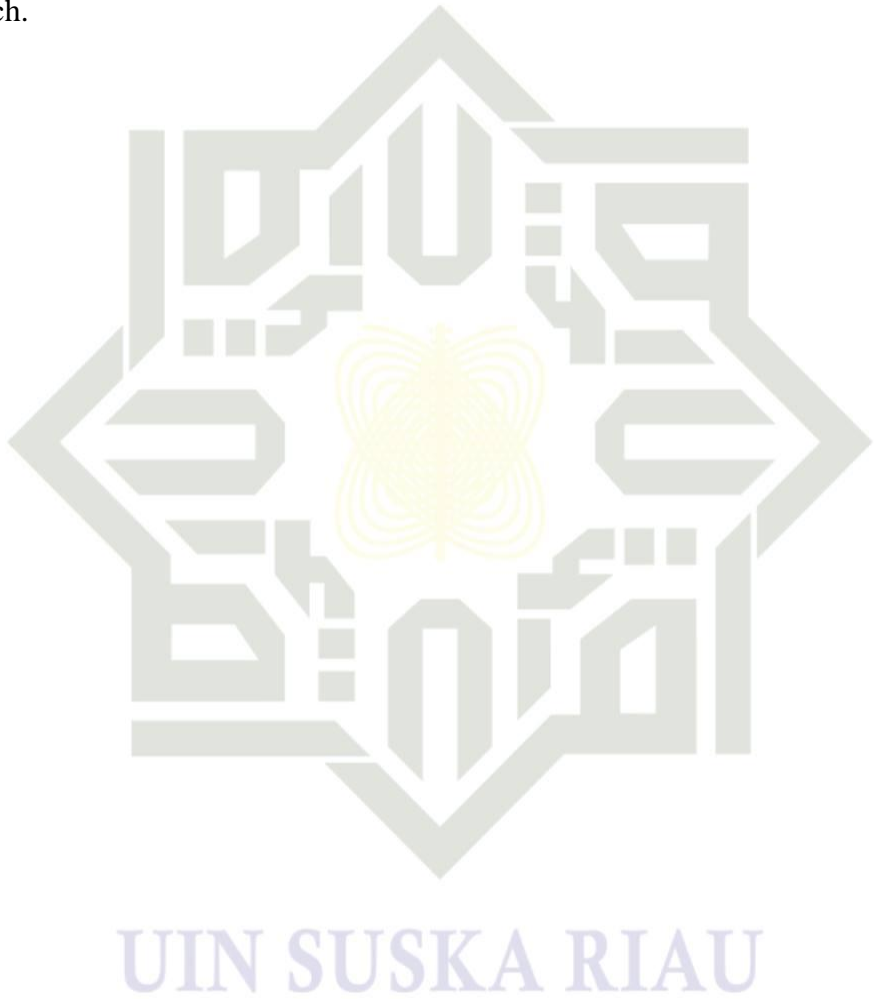
As a result, considering validity and reliability of a qualitative research is needed. A researcher, needs to be aware of the accuracy and the consistency of the research. Hence, the triangulation is a well-known strategy and has been widely used to make sure the accuracy and the consistency of the research.

3.7 Ethical Consideration

Ethical consideration cannot be neglected by researchers. It is one of the important aspects in a research. Bryman (2012, p.130) agrees that “ethical issues cannot be ignore as they relate directly to the integrity of a piece of research and of the disciplines that are involved.” Furthermore, he states that the researcher needs to avoid harm to participants, lack of informed consent, invasion of privacy, and deception.

Before taking the data of this research, approvals from related institutions are obtained respectively. The post Graduate Program (PPs) of UIN Sultan Syarif Kasim Riau administered some administration procedures and endorsed formal letters related to the local government office to get an approval. PPs releases an official letter sent to the Public Service Office located in Pekanbaru, and then the Public Service Office would formally grant the recommendation and forward the official letter to the office of PPs UIN Suska Riau. The approval is used to gain the intended data instructed by the headmaster of selected school. He gives his approval for this study to be conducted in the school. After getting permission from the principal, and when the research plan had been explained and negotiated well, the researcher began to collect data by conducting observations, questionnaires, interviews, and documentation. Before conducting the

observation, questionnaires, and interview, the participants approval forms were obtained for this research. This approval form also clearly informs that the data collected would be recorded and stored safely, confidentially and only used for this research.



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CHAPTER V

CONCLUSION, IMPLICATION, AND RECOMMENDATIO

This chapter presents the conclusions of the study based on the findings and conclusion, from the previous chapter. The chapter also includes brief explanation on the implications of this study's findings. Lastly, the chapter presents several recommendations based on findings and conclusion of this study.

5.1 Conclusion

Referring to the research findings and discussion presented in the previous chapter, it can be conclude that the teachers used variant strategies in their teaching activities whether to engage their students focus, interested, and attention in English subject. There were cooperative learning, group discussion, games, pre-reading & prediction, and lecture method. The English teacher in SMA IT AL-ITTIHAD could become an innovative teacher in teaching English. There were some uniqueness how the teachers used the selected strategies. Teacher A, started the class activity with bring happiness and cheerful to gain the student's attention. Meanwhile, teacher B often suggested his students to having a relationship by asked them with speaking using English. There were same reasons why the teachers chose and used the selected strategies in teaching English. First, the teachers had main goals to make the students able to use English in their daily life, it was considered with the teaching purposes in their lesson plan. Then, to gain and create the qualified students who capable in fight and compete for join to best Universities, it was consider to school vision and mission. Over all. the students

respond to their English teachers' strategies were positive. Beside of student's achievement or high-performing in English subject, teaching strategies automatically created positive impact to the student's performance. Even though the result of the study, researcher realized that the research was not perfect. It had some limitations, they are (1) the researcher took one school only for the study to take the data, (2) the school have two English teachers for teaching English subject and the one of teachers was minim experiences in teaching.

5.2 Implication

In relation to the conclusions of this study presented above, it can be argued that the teacher's strategies in teaching English in high-performing senior high school, as documented in this study, can provide new insight and information, knowledge and consideration for better implementation teaching strategies in teaching English. Findings from this study shed light on the variant teacher's strategies in order to get the students' high-performing in English and create the student's high thinking of text analyzing, using English when they interaction with their friends in cooperative learning/discussing group.

Indeed, the teacher's strategies that were found may extend the advantages or benefits for the student's high-performing in English subject. The teacher's strategies can be maintained and improve the student's high-performing much better results in English subject; whereas the reason why the teachers used and combined some strategies were useful to engage the students interest and motivated them to learn English more. Thus, also help students to improve their ability in analyzing text, mastery new vocabularies, understanding the language

structure, trained in using English when they were speaking. Additionally, students felt enjoy and comfort learn English with their English teacher.

To sum up, researcher found that the teaching strategies (cooperative learning, group discussion, games, pre-reading and prediction, and lecture method) that the teachers used in teaching English in SMA AL-ITTIHAD Pekanbaru were need to be developed in another private school in Pekanbaru. They were deserved to be role model for other English teachers in order to get the students' performing in English subject. In other words, exploring the teacher's strategies in teaching English in high-performing senior high school can improve the student's performing in English lesson as well as gaining more advantages of the selected of teaching strategies itself.

5.3 Recommendation

Based on findings and conclusion of the study, several recommendations are outlined as follows:

1. Teachers need to apply variant strategies in order to make lesson activities were acceptable to the students. Updating the materials based on the students' need and background were improving teacher's motivation in found innovative teaching. Cooperative learning is one of selected strategies to create high thinking or analyzing some problems in active discussion. Cooperative learning can also develop social skill of the students as well as building their individual responsibility.
2. Beside of prepare the study plan to help and keep the teachers stay on the track, teachers need to write their journal activities or self-reflection as

their basic notes to evaluate the teacher's feel or self-action in teaching activities before. It is useful as some points to get the teaching's goals. Teacher will know that their selected strategies running well or not, and could avoid the same mistakes in the future. Self-reflection can create more perspectives from the others, such as from student's respond, teaching partners, and supervisors.

3. The students should be focused to the activities in the class especially in their group. The students also should pay attention when the teacher explaining the lesson during teaching learning process and share idea to other members in group.
4. School's foundation or the other stakeholders need to selected the teachers based on their teaching experiences, it can be as the bridge which effect the learning outcomes. School's foundation need to apply more teachers' training in knowledge and professional for teacher's career also, so it can give better results for the teacher in the actual execution. Maintaining or adding more readiness facilities is an important key to achieve the better teaching implementation.
5. For other and future researchers, it is recommended to conduct more research in terms of teacher's strategies in teaching English and its implementation. It is recommended to identify and observe the implementation, for example, by investigating the combining of teaching strategies in teaching English and the language skills (reading, writing, listening, and speaking).

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APPENDIX RESEARCH INSTRUMENTS

UIN SUSKA RIAU

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UIN
SUSKA RIAU

BIOGRAPHY

PERSONAL INFORMATION

Name : Yohana Mirna
Place/Date of Birth : Pekanbaru
Gender : Female
Religion : Islam
Nationality : Indonesia
Marital Status : Married

ADDRESS & PERSONAL CONTACT

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EDUCATIONAL BACKGROUND

1. 1990-1996 : SDN OO4 SAIL Pekanbaru
2. 1996-1999 : SLTPN 10 Pekanbaru
3. 1999-2002 : SMA Handayani Pekanbaru
4. 2002-2007 : Universitas Islam Riau (English Education Department)

Pekanbaru, 11th of January 2023

Yohana Mirna



OBSERVATIONAL FIELD NOTES

© Hak Cipta milik UIN Suska Riau
 Participant : Teacher A
 Meet : 1st Observation
 Material : Application Letter
 Time : 90 minutes

Description notes	Reflection notes
<p>09.05-09.50: Teacher prepared the materials and media before started the lesson. The material is about application letter actually, but teachers give some stimulus to gain the student's attention with "all is day's work" first. To support the teaching, teacher used some media like laptop, projector and an application in smart phone for students assessments. Students were given some questions by the teacher, identify the clue/key words, and find out the correct answer.</p> <p>09.50-10.35: In the end of activities, teacher conducted the activities with games for vocabulary comprehension and retraction with conclude the materials about what students' got from the first meet and gave some information what will they do for next meet.</p>	<p>So far, some students could follow the teacher's instructions to do all of the activities. Most of them still being conducive in beginning of the class room activities. The students were very enthusiastic with teachers command and order. Some of the students were also active asked and discussed with the teacher about what materials that they would do in the teaching and learning process.</p> <p>Even though, just few students who really quite and much didn't care about the materials to do. But dominantly most of them following the activities and instructions of their teacher. the activities done by the teacher were very impactful to the conductivity of the class and to catch students' attention before they started to learn. Those activities then were followed by applying teaching strategies in the main activity of teaching reading comprehension.</p>

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Participant : Teacher B
 Meet : 1st Observation
 Material : Intention
 Time : 90 minutes

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Description notes	Reflection notes
<p>12.50-1.35: At first, the teacher also prepared the teaching materials of grammar comprehension. Before he started the meeting, he always asked the students to pray in order to teach them the value of religious. The second teacher was also doing the attendance list checked of the students.</p> <p>He told the students to listening carefully when he wanted to announce the PTS's (Penilaian Tengah Semester) score that they was done from last week.</p> <p>13.35-14.30: Teacher using laptop and projector to showed and explained the PPT about Intention materials. The material focused on the using of words; will, be going to, and would like) in a sentence, but in the first meet students learned about the using of word "will" only.</p> <p>He asked some students randomly to write their worked in the white boards and checked them out directly.</p> <p>In the end of activities, teacher asked students to made conclusion of the material on that meet. How to make the intention sentences (the form) and when we could use the word of "will" itself.</p>	<p>He wanted to make sure that all of the students present in the class and ready to join the teaching and learning process.</p> <p>. The class is running well, even though the class mostly noisy. But, the students could follow his instructions with participated in finding and writing another example of sentences with another verbs.</p>



OBSERVATIONAL FIELD NOTES

© Hak Cipta milik UIN Suska Riau
 Participant : Teacher A
 Meet : 2nd Observation
 Material : Application Letter
 Time : 90 minutes

Description notes	Reflection notes
<p>09.05-09-50: Teacher started as usually activities, they are greetings, prayed, reading a short surah from Al-Qur'an (Religious activity). Make it sure that the students ready to study with blessing Bismillah.</p> <p>Students divided into some group with 4-5 members indeed with using number one had together system. The theme of game is "occupations" and teacher will give some papers that showed some occupations. One student of each group asked to use one word in English and acted with gestures as a clue for her/his friends to be guess.</p> <p>09.50-10.35: The next activity, teacher showed some pictures on power-point (Ppt) which related to some jobs/occupations in general. She discussed what the pictures showed, how was the job to do, where was the job could be found, etc.</p> <p>Next session was "Listen Up" by using an audio to be played and the students may open their English book which related to the audio. The audio consist of five differences speaker or voice, some of them just short statements from native speaker and students in their group works (same group) had to focus to listening up the audio. Before they listened the audio, teacher gave 3 questions to guide the students group do the task. While the audio was played, they had to found and</p>	<p>To attract the student's attention, teacher made a guessing game as warming up.</p> <p>This game can trained the students to think spontaneously, got may vocabularies, self-confident and felt fun or enjoyable before study started. It spent 15-20 minutes around.</p> <p>The English teacher was active to check every each group with walking around the class. Students in group had 15 minutes to finished their works and report to the teacher by reading their group works.</p> <p>The main activity was identified some pictures of job vacancies, teachers. Students need to discuss some information from the job vacancies with found and understanding the unfamiliar words from the job vacancies before their collected to the teacher, because it was the main step before they write their own application letter.</p>

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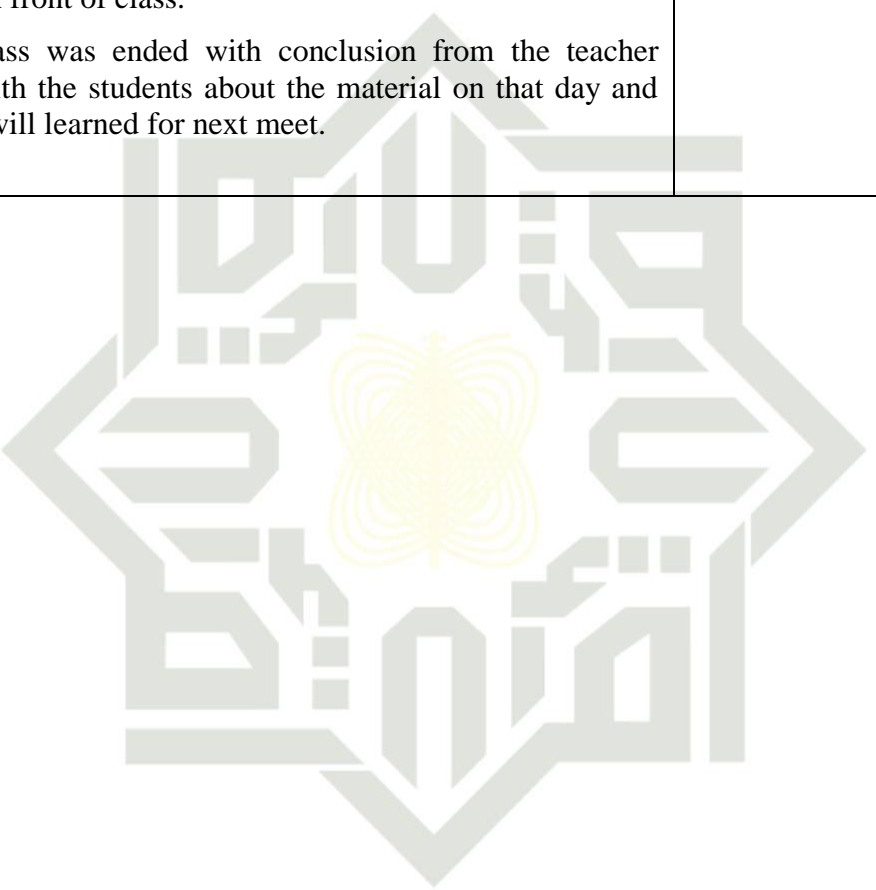
indicated where the place, who/what the job, and what the skills needed belong to the job.

Teacher gave an example of application letter to each groups and asked them to discuss several questions that related to the application letter together. After the discussion finished, the teacher explained the general structure of same application letter with the students had before by using projector in front of class.

The class was ended with conclusion from the teacher together with the students about the material on that day and what they will learned for next meet.

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OBSERVATIONAL FIELD NOTES

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Participant : Teacher B
Meet : 2nd Observation
Material : Intention
Time : 90 minutes

Description notes	Reflection notes
<p>12.50-1.35: As commonly, the activities in the class started with greetings, checked the students preparation before the study was started, student's attendance list by the teacher itself.</p> <p>There is a new student in the class and teacher asked her to introduce about herself and her hobby to get more information about the new student.</p> <p>For the beginning, teacher asked students to reviewing the material on last week with some questions related of intention or focusing the words; will, be going to, would like) into a sentence and the differences of words regarding to intention with some conditions. Students respond the teacher with told the using of the words (will, be going to, and would like)</p> <p>Then, teachers asked on students to set up the projector to continue next material from the last met.</p> <p>The material intention for the second met was the using of word "would like". Teacher try out the students by gave students some sentence as exercise. The instruction was students need to identify the word which highlight were use will or be going to. Students try to answered the exercise and give the reason why they choose the words by orally.</p>	<p>The screen of projector position was not really good, but it was still could be used.</p>

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13.35-14.30: Next activity is exercise using class point application by student's smart phone. Teacher gave the link that students need to join. On the application, teacher some questions with the time limit was one minute for one question and the next questions so on. After the students had finished fill the answer of the question, they need to enter to input the answers to the link. Their answers will appeared on the teacher's screen, but students could see their work form the screen by projector also. Teacher checked the student's answer, discussed the answers with students, and ranked of students' scored the exercise directly.

Teacher asked students to do another exercise from English book with have some instructions indeed. Students listening an audio that the teachers' played from the speaker while they were answer the questions. Teacher showed the exercise on the projectors' screen into the wall and asked students to write the answers in the white board.

The class ended by giving another exercise, but if they could not finished on that day, they may continue it at their home as home-work and it will discussed for net meet.

In this activity, students seeing excited to did it. They were seriously and focus to answers the exercise even the class not too quiet, but it was running well.

It was not different with another exercises, teacher asked another students to discuss what their friend answers and corrected the validity of the answers. In the second meet, students were asked to do more exercises. It was important to make them got many experience and understanding the using of words of intention.



OBSERVATIONAL FIELD NOTES

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 Participant : Teacher A
 Meet : 3rd Observation
 Material : Application Letter
 Time : 90 minutes

Description notes	Reflection notes
<p>09.05-09.50: In the third meet, teacher did same activities in the beginning before teaching such as greetings, attendance list of the students, reading a short surah in Al-Qur'an, and asked the student's that they were ready to start the study on that day.</p> <p>For the first, teacher write the example of application letter in white board and explained the general structures of application letter in detail. Beside explaining, teacher show to students how to write the application letter.</p> <p>Next activities, teacher divided students into some groups and give 2 papers about resume and curriculum vitae (cv) to find some differences between of them. While students discussed with their group, teacher walk into each group to checked their group's work. If the group of students finished their discussion, one of their members in group had to write their answers in class point application after they join to the link in application in three minutes. There are four groups created in the class, some of them sit in the chairs and some them sit in the floor by using a carpet.</p> <p>After their work done and send the answers into the application, teacher showed their answers into the white board using projector and correction directly by giving some</p>	<p>He students looks excited during the class activities.</p>

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questions related to the resume and curriculum vitae.
Every each member in groups reading their answers orally with using sixty five percent of English and thirty five percent of Bahasa.

The prior activity in that day was writing an application letter. But before writing application letter, Teacher gave some papers contains job vacancies from advertisements. Students asked to write the resume as one of qualifications before writing application letter. Because the limit of time, students may continued their work to writing resume and application letter with following the format that the students learned before with the teacher at their home as home-work. They were needed to finish the resume and the application letter based on their job vacancies as qualifications to following Day Test for next week or next meeting.

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 Participant : Teacher B
 Meet : 3rd Observation
 Material : Intention
 Time : 90 minutes

Description notes	Reflection notes
<p>12.50-13.00:As commonly, the activities in the class started with greetings, checked the students preparation before the study was started, student’s attendance list by the teacher itself. First activity was reviewing all words in intention materials by discussing, asked some questions related to using of words (will, be going to, and would like) into the sentences.</p> <p>13.00-13.45: The main activity in third meeting was Day Test for intention material. Day test given by some questions that students had to identify and choose the correct answers. It took 45 minutes around and students collected their paper answers to the teacher.</p> <p>13.45-14.30: The researcher taken and collected questionnaires data from the students.</p>	<p>Many of students could answered the test with smoothly, but a few students looks confused to answers the test. Daily test running well till the time limit.</p>

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KARTU KONTROL KONSULTASI

BIMBINGAN TESIS / DISERTASI MAHASISWA

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NIM	: 22090122906
PROGRAM STUDI	: PAJ
KONSENTRASI	: PENDIDIKAN BAHASA INGGRIS
PEMBIMBING I / PROMOTOR	: DR. MARZUKI, M.Ed., MA
PEMBIMBING II / CO PROMOTOR	: DR. BUKHARI, S.Pd., M.Pd
JUDUL TESIS/DISERTASI	: EXPLORING TEACHERS' STRATEGIES IN TEACHING ENGLISH IN HIGH- PERFORMING SENIOR HIGH SCHOOL: A CASE STUDY AT ONE OF ISLAMIC PRIVATE SENIOR HIGH SCHOOLS IN PEKANBARU.

PASCASARJANA
UNIVERSITAS ISLAM NEGERI
SULTAN SYARIF KASIM RIAU

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI*

No.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Promotor *	Keterangan
1.	20/5/2022	Chapter I - Chapter 3	REAN	Make corrections in whole & headings for chapter
2.	07/8/2022	Discussion on the the change of method from mix-method full & full	REAN	Make necessary changes
3.	24/08/2022	check the change from mix & method full research	REAN	more corrections is required
4.	07/09/2022	Discuss Chapter I - Chapter 3 (Chapter 2 needs corrected related studies).	REAN	Avoid narrations without your ideas on that part
5.	30/12-2022	Check all chapters for corrections to be made such as chapter IV and V	REAN	Feedback is already provided to follow
6.	12/01-2023	Final corrections with additional corrections to be made	REAN	Approved to take thesis exam.

Catatan :

*Coret yang tidak perlu







Pekanbaru, 12-01-2023

Pembimbing I / Promotor*



Dr. Marzuki, M.Ed. MA

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI*

No.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Co Promotor *	Keterangan
1.	21/6/2022	Chapter I - III		
2.	1/9-2022	Chapter I - II		
3.	14/9-2022	Abstract		
4.	7/12-2022	Chapter IV - V		
5.	23/12-2022	Chapter IV - V		
6.	28/12-2022	Approved for exam		

Catatan :

*Coret yang tidak perlu

Pekanbaru, 28 Desember 2022

Pembimbing II / Co Promotor*





Akreditasi B

SK No: 197/BAN PAUD DAN PNF/AKR/2019

Certificate Number: 154/HOMIE/VI/2022

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CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Yohana Mirna
ID Number : 1471097012840022
Test Date : 04-06-2022
Expired Date : 04-06-2024

achieved the following scores:

Listening Comprehension : 50
Structure and Written Expression : 45
Reading Comprehension : 43
Total : 460



Robi Kurniawan, M. A.
Homie English Director



Izin No: 37/06.06/DPMPSTSP/IX/2021

Under the auspices of:
HOMIE ENGLISH
At: Pekanbaru
Date: 06-06-2022



الشهادة

اختبار كفاءات اللغة العربية لغير الناطقين بها

يشهد العلق بأن:

Yohana Mirna : سيد/ة
1471097012840022 : رقم الهوية
05-06-2022 : تاريخ الاختبار
05-06-2024 : الصلاحية

قد حصل/ت على النتيجة في اختبار الكفاءات في اللغة العربية لغير الناطقين بها

الاستماع : 47
القواعد : 45
القراءة : 49
المجموع : 470



Izin No: 420/BID.PAUD.PNF.2/VIII/2017/6309

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