

TEACHING STRATEGY OF INTENSIVE ENGLISH COURSE AT LANGUAGE CENTER OF IAIN SAMARINDA

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Abstract

In the learning process, a teacher must have a strategy in any subject including English lesson. Why the lecturer must have strategy in teaching, because strategy can support the learning process and achieve the learning goals. The strategy used by lecturer in teaching English will make the students more enjoy of the learning process because in the class the students have different abilities in understanding English lesson. The aim of this research is to analyzed lecturer's strategies in teaching English at class of Intensive English Course of Language Center IAIN Samarinda 2019/2020.

The researcher used qualitative research design. The subject of this research was one English lecturer of English Course at Language Center IAIN Samarinda. The data were gotten from interview. Then the data would be analyzed by reduction, display and conclusion.

The result of this research showed that the lecturer's strategies in teaching English as follows: (1) The lecturer prepared the Lesson Plan (RPS) before teaching English. Lesson Plan has an important role to improving the quality of education. (2) In giving materials the lecturer was not only use text book but also used article and internet. (3) The methods used by teacher in teaching English were Grammar Translation Method. (4) The media used by lecturer in teaching English were Visual. (5) In classroom the lecturer build the good interaction with the students and helped the students who have difficult in the lesson. (6) The lecturer used oral and written test and also his own assessment to student every two weeks. (7) The lecturers gave reinforcement to the students in the last of lesson by giving motivation to always improve study in English and ask the students that still not understand about the lesson to consult with the lecturer and asked the students to review again the material that has been learned at home.

A. Introduction

English is very important, because English has become an international language, which is used by most communities in the world. Many countries use English as their second language. In spite of the difficulties in studying English, it is worthwhile to study the language because it is very important role in almost all fields of life such as communication, commerce, economy, politics, education, science, technology and so on. Therefore, English is very important for us, how we can have a good communication if we didn't know all about English.

In Indonesia English is categorized as a foreign language. English is learned in Indonesia by talking about the grammatical rules of English and errors are always corrected. For language learners in Indonesia, where English is not spoken in the society, accuracy is really the focus in learning English. It is not the case when people learn English in countries where English is spoken in the society, such as in the United State or Malaysia.¹ People in those countries emphasize on the ability and fluency in communications of daily lives, they acquire English because they are exposed to the language in the society. They are not always aware of the process of gaining the language. Referring to the theory gaining English in Indonesia is regarded more as learning while in Malaysia more as acquisition. Even though some people may disagree with the distinction between the term second language and foreign language, it is not denied that the status of English in Indonesia is different from Malaysia. In Malaysia English is a second language. In Indonesia English is learned only at schools and people do not speak the language in the society. English is really a foreign language in Indonesia.²

The language has been to students since elementary school until university. This policy made by the Department of Education is considering the importance of English as a lingua franca in this globalization era. The policy ought to result a good skill of student in English. However, most of students' capability in English can be categorized in bad criteria. Many students' still lack confidence and bravery to communicate in English. Some of them are shy to speak English to their friends although they are students of English Department. The phenomena indicate the teaching of English in Indonesia has not succeeded yet. Therefore, in teaching English, the teacher must have the ability to understand the students' character they had too. They must be able to assist the students in dealing with the learning difficulties. In that case, the teachers are required to understand the various models of effective learning that can guide students optimally. It means teachers have to know and understand about methodology and strategies in teaching learning foreign language.

In other side, there are many challenges face on Islamic university such as how PTAI especially IAIN are able to contribute to the need for skilled professionals? How IAIN competence with other educational world in creating graduates who can enter the world of work in development are areas parable competitive. There are two problems appears: Alumni IAIN SDM can access to the territory. Whether IAIN

¹ Ag. Bambang Setiyadi, *Teaching English As a Foreign Language*, first edition (yogyakarta : Graha Ilmu, 2006) p.,21

² Els, *Applied Linguistics and The Learning and Teaching Of Foreign Languages* (Victoria; Edward Arnold Pty 1984) p, 36

graduates can be absorbed in higher education institutions in the framework to study or do research? Whether technically they have the academic ability would languages (Arabic and English) which are used as a communication tool in the world of modern science? The of modern world turns the development of implications pull values with each other moral or ethical normative IAIN should respond by strengthening moral dimension of human resources. In this sector, the problem that arises is whether the cultivation of indigo religious and noble character in IAIN will provide a strong foundation for its graduates.

IAIN Samarinda sees the program English Course is the best choice to make qualified scholars. Therefore, boarding students this emphasis on two aspects: the deepening religious and linguistic development (Arabic and English) is the key to unlocking the root source of knowledge Islamic or Islamic sciences such as Quran, nools of tafsir, hadist, fiqhi, and others all of them in Arabic, in addition to the English language as a supplement or insight development tools globally.

Islam has thought that study is very important, including English as long as lead them to be the pious. However, after learning it, they have to practice it properly. Practice makes perfect, a popular expression said. Practicing the knowledge in Islamic values, should be based on the purpose namely to be closer to the God (Allah SWT) and to be more pious.

Foreign language skills (English) are something that is attached to the learners including the capabilities : speaking, writing, reading, and listening. English course is an educational institution that is part of the IAIN Samarinda in order to support the activities of Tri Dharma College, currently located in the Campus Samarinda. The ingredients are the things that are physically locate in English course, such as buildings, chairs, tables, and more.

Therefore, it can be understood this research cope to pursue a clear and present it as detailed as possible to do with the effort made by various parties in order to maximize and the benefits to be obtained by the English course. So it can help develop these institutions realize the Tri dharma College in IAIN Samarinda, especially in the development of foreign language skills of students.

In this research, the writer is analyzing the teaching learning English. The analysis describes how is the teaching and learning and how they apply it in their class. Finally, this research hopefully can picture out the teaching learning English, so the teacher and the English department where the research is conducted will get the benefits from it.

B. Literature Review

1. Definition of Teaching Strategies

According to Brown in Meria's Thesis proposal Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. According to Chamot strategies are often more powerful when they are used in appropriate combination. Based on those definitions above, strategies

is a tool that students need to learn more affectively.³ The Component of Teaching Strategy are teacher, student purpose, teaching material

Teacher is teaching agent, so that in this matter teacher is the important point. Teacher can impluate other components of teaching strategy to be variations. But the other components of teaching strategy can not manipulate the teacher. The teaching manipulation purposes is to make student's environment from teaching learning process, that finally make students reach an expectation standard competence in teaching manipulation, the teacher must be based on curriculum which implemented. Student is component that do study program to improve ability to reach study purposes. Purpose is base to determine strategy, material, media and teaching evaluation. So, in teaching strategy, determining purpose is the dirst thing that must choose by the teacher.

Teaching material is media to reach teaching purpose. According to Suharsini teaching material is core component is teaching process.¹⁰ Richard in Yayul Widyastuti, mentions that are two kind of materials, they are (a) athentic material which refers to the textbooks and other specially develop instrucional resources.⁴

In communicative approach, learning a language means using the language to communicate contextually: monologue-dialog, oral- written, receptive-productive, and interpersonal-transactional. It means that language teachers should be able to cover those aspects in teaching certain language to students. They should be able to motivate, facilities, and guide students so that they can learn how to use language in real communication. In other words, the focus of second language teaching is on teaching language for the ultimate goal of communication with other speakers of the second language. Such a focus centered on speaking and listening skills, on writing for spesific comminicative purpose, and on "authentic" reading text.⁵

Many experts try to give explanation about what teaching is, Brown states that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. Another statement of his statement about teaching, teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods, and classroom techniques.

This learning strategy is useful for English teachers who incorporate literature into their classroom. Cooperative learning requires students to discuss a piece of literature in small groups. By allowing the students to engage in meaningful discussion, they begin to learn to analyze literature and participate in

³ Meria Santy Sibarani, *English Teacher's Strategies In Managing A Large Class at SMP Negeri 4 Kota Jambi*, Faculty of Teacher Training and Education, Jambi University in academic year 2016/2017.p.5

⁴ Yayuk Widyastuti Herawati, *The teaching of Reading Comprehension I at the English Department of State University of Malang* (Malang : State University of Malang, 2007) p.22

⁵ H. Douglas Brown, *Principles of language Learning and Teaching Third Edition* p.7

educational process that they will find more interesting than a general lecture on a chapter in a book.

Cooperative learning is sometimes thought to be synonymous with collaborative learning. To be sure, in a cooperative classroom the students and teachers work together to pursue goals and objectives. But cooperative learning “is more structured, more prescriptive to teacher about classroom techniques, more directive to students about how to work together in groups”.

2. Skill of English

Listening is critical skill which students need to learn and practice. Listening is not a passive skill. Listening is a process, a very complex process and if we want to measure it, we must first understand how that process work. Listening also is the receptive skill in the oral mode. In listening activities, we listen for a purpose. We make an immediate response to what we hear. There are some visual or environmental clues as to the meaning of what is heard. Stretches of heard discourse come in short chunks, and most heard discourse is spontaneous, therefore differs from formal spoken prose in the amount of redundancy ‘noise’ and colloquialisms, and it is auditory character.

Speaking is one of for language skills, which is the basic function of language as communication instrument. Students who study at the school which use certain language will be a good speaker, different from students who study at the other school. They will get difficulties in using English to speak each other; it is caused by condition of school environment and media that is used in teaching them.⁶ Speaking is so much a part of daily life that we take it granted. Almost people produce tens of thousands of word a day, although some people auctioneers or politicians may produce even more that. We have to learn how to do it all over again in a foreign language. Speaking is also fundamental human behavior that we do not step to analyze it and there are some factors that must work together when we speak such as mental, psychological, social and culture. Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to speakers of that language. As if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak.

There is various definition of reading that presented by some experts. Reading is decoding and understanding texts for particular reader purposes. Readers decode written text by translating text to speech, and translating directly to meaning. To understand written text, readers engage in constructive processes to make text meaningful, which is the end goal or product.

Dumais says that writing means, the process to express ideas, feelings, opinions and others in written form. Carino states that writing is produced as the result of situation. A situation where the writer has a purpose for communicating with an audience and role in relation to audiences. Writing is a form of social interaction.⁷

⁶ Jeremy Harmer, *The Practice of English Language teaching*, (London: Longman, 2006),p.15.

⁷ Peter Carino, *Basic Writing a First Course*, (New York: Harper Collins Publisher, 1991), p.32

C. Research Methodology

This research is descriptive qualitative because the data in this research are in the form words rather than number. According to Creswell, qualitative research is a type of educational research in which the research relies on the views of participants; asks broad, general questions; collects data consisting largely of words (or text) from participants; describes and analyzes these words for themes; and conducts the inquiry in a subjective, biased manner. In qualitative research, the data analysis does not use statistics that requires numerical data.⁸

Based on statement above, the researcher used the qualitative of content analysis approach because the researcher focused, described, analyzed and presented the data in the form of words or text. In this research, researcher explained the teacher's strategies in teaching English at the English Course in IAIN Samarinda.

The data of this study was teacher's answer. The instruments in this research were interview. The researcher interview the lecturer by telephone and Indonesian language to make the researcher more understand. The researcher will give questions for the lecturer and the question were about what the strategy in teaching English. Researcher obtained the data from two sources in this research, as follows: Primary Data and Secondary Data. Primary data is data that obtain from the subject of the research. The sources were from the interview. The subject of this research is lectures of English language at English course of IAIN Samarinda. Secondary data is usually from documentation available. The researcher used documentation in secondary data. The sources of secondary data were lesson plan and syllabus.

In analyzing the data, the researcher used the flow qualitative data analysis presented by Miles and Huberman.⁹ After collecting the data, the researcher would analysis the data. The data got from interview. The qualitative analysis techniques did in this research by used the cycle as follows: Data Reduction & Data Display. Data reduction is a form of analysis that classified, directed and organized data such that it can be deduced and verification. Data reduction in this research involve the process of abstracted, selected, and focused the raw data that was obtain in the data collection. Data reduction is the process of summarized, selected important points because the reduction data can provide clear information about the data that collected for the next stage. In the process of data abstracting, the researcher observed all of activities in the class. Then, this record did use as the basic of conducting the text analysis, data selecting and data displaying. In the process of data selecting, the researcher read and examined the data that got from interview. Then, in the process of data focused, in this research the researcher did focus on the data. Data display is the next step to make the data easier to understand. Qualitative data display was present in the form narrative text and can also be in the form of matrices, diagrams, tables and chart. According to Sugiono in qualitative research,

⁸ John W. Creswell, "Educational Research Planning, conducting, and Evaluating Qualitative and Qualitative Research", 3rd Ed. (New Jersey:Pearson Educational International., 2008) p. 45.

⁹ MB. Miles., and A.M Huberman, *Qualitative Data Analysis 2nd edition*, Thousand Oaks. (CA: Sage Publications, 1994) P.10-12.

data display can be presented by brief narration, table, flow charts, or interrelation of categories.¹⁰ The data is conducted in order to permit conclusion verification.

D. Research Findings and Discussion

The Researcher would to determine research findings about the teaching of English of intensive English course. The research findings about teacher's strategies in teaching English at Language Course of IAIN Samarinda were lesson plan, material, method, media, evaluation and giving reinforcement.

Lesson plan was one of the teaching plan must be made by the lectures before going to the teaching in the classroom. Before beginning the learning process lecturer prepared lesson plan. The purpose of making the RPS is as guidance in teaching english. In teaching, the lecturer adapted to the lesson plan and started from opening the lesson and asked how the students are. The lecturer checked the attendance of students. Then the lecturer explained the learning objective after that the teacher explained lesson to the students. In explained the lesson the lecturer usually used media visual and audio visual. To the material that was provide by lecturer in accordance with the students' ability. After that, the lecturer giving an evaluation to determined students' understanding the material that has been learned. Before close the lesson the lecturer gave conclusion about the material that has been learned and giving motivation to the students.

In giving material the lecturer is used English Book "Basic Reading Power: Pleasure Reading, Comprehension Skills, Vocabulary Building, Thinking Skills" by Beatrice S. Mikulecky / Linda Jeffries, "Developing Writing : Writing Skills Practice Book for EFL" by Patricia Wilcox Peterson and "UPB English Listening" .¹¹The lecturer also used article and internet in giving material. The lecturer is conveying the lesson by making the students more active. The lecturer asks the students to group to do group work. Then, the lecturer asked students to search the material from internet, for example the material about reading. By this way, the students more active to understood about the material. They can ask their friend or lecturer about how to read right. And then, the lecturer asked the students to come forward to read the text and explain it. The lecturer also has given the students an example how to explain by their own word. The lecturer explained the lesson clearly and kindly, if there were the students who still did not understand the lesson, the lecturer tried to explain the lesson again. The lecturer also suggests students to ask their friend who are more understanding. The purpose is students might understand better through the explanation or language of their friends.

According To Hamruni method is a generalized set of classroom specification for accomplishing linguistic objectives. Method to be concerned primarily with teacher and students roles and behaviors and secondarily with such features as linguistics and subject matter objectives, sequencing and materials. The teacher used the Grammar Translation Method. Whereas in other studies "Metode pembelajaran Bahasa Inggris Tingkat Dasar" Universitas Syiah Kuala, one of the teacher uses the

¹⁰ Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif dan R&D*. (Bandung: Alfabeta, 2011) p.431.

¹¹ Sears, B, *The Ciceronian or the Prussian Method of Teaching the Elements of the Latin Language*, in Kelly 2008

TPR method in teaching English. Because the TPR method is easier and also contains elements of game motion so it can eliminate stress on students because of the problems encountered in the lesson. There is also other studies namely "Problematika Pelaksanaan Pembelajaran Bahasa Inggris di Pesantren Program Internasional Pondok Modern arrisalah Slahung Ponorogo" UIN Sunan Ampel, the English teacher applies the learning proposed by Rowntree namely exposition-discovery learning and Contextual Teaching and Learning (CTL). In the exposition-discovery strategy reveals how learning English can produce more instructional learning. But different from IAIN Samarinda, one of the lecturer used the GTM method in teaching English. The reason of the teacher to choose the method because in the learning process the grammar was very emphasized. The students became easier to do an assignment. The second method is Role Play Method. According to Peace Corps, Audio-Lingual Method classes begin with a dialogue which introduces the lesson's sentence patterns. The students memorize this dialogue, and then practice grammar patterns in drills such as listen and repeat, substitution, chain, and transformation. This method can be helped the students to memorize English dialogues and it will increase their vocabulary and more confidence. The teacher applied Grammar Translation Method in teaching. By applying this method the students trained to finish the assignment with the well grammar.

According to Hamruni media is the plural form of the term "medium". Media includes many things around us, like television, computer, picture, radio, and newspaper. In education, there are the certain media used in teaching learning process to convey the knowledge to students.¹² This called by the media education. The lecturer used internet, the lecturer asked the students to search the material to be studied from internet (news item). The lecturer used some media when teaching in the class. The lecturer used LCD to showed power point in teaching but rarely because limited supplies The lecturer was not monotonous in using media in teaching English.

Evaluation is component to know the result teaching learning process, so that the teacher can know the result of expectation. After giving the material, evaluation is needed to measure and know how far students understand about the material that has been learned. The lecturer used oral test and written test. The lecturer asked the students to open their book after that the teacher asked the students to answer the questions in the book verbally one by one started with the students who sit at the front. After the students finished the task has given by the lecturer, the lecturer asked the students to collect the task to assess by the lecturer. In test, lecturer have test once every two weeks. The purpose is to determine the value based on the level of students learning outcome which were then used to improve learning report.

According to AFIRM Team 2015 Reinforcement may seem like a simple strategy that all teachers use, but it is often used as affectively as it could be. Giving reinforcement it was important for a teacher. In the class the students have differences abilities in English lesson. The students have different background in study English. The lecturer gave reinforcement to the students before closed the

¹² Hamruni, *Strategi dan Model-model Pembelajaran Aktif dan Menyenangkan*. (Yogyakarta: Fakultas Tarbiyah UIN Sunan Kalijaga Yogyakarta, 2009) p. 56

lesson by gave motivation to the students. To the students that have good skill in English, the lecturer asked to review again the material that has been learned at home. The students that have skill still lacking in English, the lecturer invited the students to meet the teacher and consult about material that was not yet understood. By this way, the students more excited in study English.

E. Conclusion

Based on the data analyzed, this research can be concluded that the lecturer's strategies in teaching English consist of: 1) The role of lesson plan was very important in supporting the teaching. Before the lecturer began the teaching English, the lecturer prepared lesson plan. 2) In giving the material the lecturer was not only used English book but the lecturer also used some sources such as article and internet so that the class was not monotonous. 3) In teaching the lecturer used Grammar Translation Method. 4) Media that the lecturer used were Visual and Audio Visual. 5) In classroom management the lecturer also built the good interaction with the students and helped the students who have difficult in the lesson. The lecturer organized the seating of the students to make the classroom more conducive. 6) The lecturer used oral and written test in evaluation in the form questions-answer and written test. The teacher also used his own assessment. 7) In giving reinforcement, the teacher gave motivation to the students to always improve the learning skill, reduced play game online and invited the students to meet the lecturer and asked about the material that the students still not understand.

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