SIMILARITIES AND DIFFERENCES OF STRATEGIES IN TEACHING ENGLISH IN SMP AND SMA LAB SATYA WACANA CHRISTIAN UNIVERSITY

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SIMILARITIES AND DIFFERENCES OF STRATEGIES IN TEACHING ENGLISH IN SMP AND SMA LAB SATYA WACANA CHRISTIAN UNIVERSITY

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ABSTRACT

The aim of this study is to find out the similarities and differences of teaching strategies used in SMP and SMA Lab Satya Wacana Christian University. This study was conducted in SMP and SMA Lab Satya Wacana Christian University. Data were collected by doing classroom observations to find the similarities and differences teaching strategies. Data were analyzed and compared qualitatively. The analysis of the data shows that there are some similarities and differences of teaching strategies used in SMP and SMA Lab Satya Wacana Christian University. The results show that the teaching strategies used in SMP Lab Satya Wacana Christian University mostly aim to make students focus and pay attention to the teacher, while the teaching strategies used in SMA Lab Satya Wacana Christian University aim to make the students in the class active and engaged with the activity in the class.

Keywords: similarities, differences, Strategies, Teaching English

INTRODUCTION

Background of the study

Teaching strategy has become an ongoing issues in education. It is important for teachers to know the strategies used in teaching junior and senior high school students. There are a lot of teachers trying to find out some similarities and strategies to teach junior and senior high school students. Based on the previous studies, there are some strategies that are often used by junior or senior high school teachers in Indonesia. According to Intansari (2013), the English curriculum in Indonesia lean on
the communicative language teaching, which requires all linguistic skills be taught in an integrated way and proportionally.

English is a compulsory subject in SMP and SMA Lab Satya Wacana Christian University. English is taught to students in SMP Lab Satya Wacana Christian University for three hours per week. For SMA Lab Satya Wacana Christian University, English is being taught two hours per week. Every teacher in SMP and SMA Lab Satya Wacana Christian University uses different strategies to teach their students in their level. Teachers in SMP and SMA Lab Satya Wacana Christian University also use different books for different students to teach depending on the students’ needs.

Based on my personal interview with some students from English Department students in Satya Wacana Christian University who were doing teaching practicum in SMP and SMA Lab Satya Wacana Christian University, there are some differences in the strategies of teaching students in junior and senior high school. The teachers in SMP lab said that junior high school students are very energetic and they cannot stop moving. Meanwhile, the teachers in SMA lab said that when they are teaching high school students, they have to do tap dance in order to wake up their students. The common problem created by Junior high school students is that they are very active and they make a lot of noise. Junior high school student’s noise caused by the size of their class led to lack of clarity in the teachers’ explanation. English teachers should be able to find strategies to cope with this problem in order to make the student engaged with the class activity. An English teacher should lead the student’s energy in class into the activity related with the English subject. Teachers deal with the strategy of how to manage the class room, lead student’s behavior, create materials
and activity which is suitable for students in Junior high school. As Reiser and Dick (1996) argue teachers can use different strategies of teaching to achieve teaching-learning goals and objectives.

Based on these issues, I would like to analyze the differences of English teaching strategies in junior and senior high Lab school. Therefore, this study aimed to explore this matter. The research question for this study was “What are the differences of English teaching strategies in SMP and SMA lab in Satya Wacana Christian University?”. The objective of the study was to describe the differences of English teaching strategies used in SMP and SMA lab Satya Wacana Christian University.

Having the appropriate teaching strategy to deal with students is a very essential part of teaching English in a class. There are a lot of chances for the English teachers to deal with students inside the class and they may find unexpected behaviors, questions, answers and responses from their students. Therefore, it is very important for an English teacher to know the differences between the teaching strategy in SMP and SMA lab Satya Wacana Christian University. By knowing the different strategies used, English teachers will get some information from the study how to teach their students in their level, because teachers cannot treat students in different levels in a same way. Teachers in SMP and SMA lab Satya Wacana Christian University will get some good references or ideas for their teaching strategies and students will also get the right and appropriate treatment for their learning process.
LITERATURE REVIEW

English education in Indonesia.

Teaching English as a foreign language has become increasingly important in Indonesia since English is the first foreign language in Indonesia. English also becomes a compulsory subject to be taught for three years at Junior High Schools and for another three years in Senior High Schools (Lauder, 2008). English becomes one of the most important subjects for almost all school in Indonesia to be taught in order to develop student’s knowledge. That is why English teachers have to find out and get more information about strategies used by English teachers to teach students in Junior and senior high school.

Differences between approaches, methods and strategies or techniques

There are some definitions about the differences between approaches, methods and strategies or techniques. Krashen and Terrell (1983: 55) stated that an approach is axiomatic. It describes the nature of the subject matter to be taught. The goal in approach is to make classroom activities as meaningful as possible by relating classroom activities to the real world rather than from textbooks, and by fostering real communication among the learners. On the hand according to Anthony (1963), method is theories about the nature of language and language learning that serve as the source of practices and principles in language teaching. Within one approach, there can be many methods. Following Anthony (1963), strategy or technique refers to implementation - which actually takes place in a classroom. It is a particular trick used to accomplish an immediate objective. Techniques have to work together with a method and in harmony with an approach as well (Anthony 1963:6-7). For instance,
according to Anthony's (1963) model, approach relates to the way in which societal beliefs about learning a language are determined; method refers to the way in which theory is understood and then put into practice, taking into account the relevant content, required skills, and the overall sequence in which this content is taught; and technique describes how standard classroom procedures are utilized.

**Strategy for teaching speaking**

Speaking is one of the most important skills which teachers have to be able to develop student’s communication skill and make students master it in order to produce an output in their real life. Finding the right strategy for teaching speaking is important because most students are not confident and anxieties about making errors in their ability to learn to speak. Teachers must overcome their reluctance in order to change this situation (Trent, 2009). Volya (2009) also stated that teaching speaking skills requires the appropriate strategy from the teacher not only to create a warm and humanistic classroom atmosphere, but also to provide each student with a turn to speak or a role to play. Deciding which teaching strategy that should be applied in the class involves a thoughtful design and planning (Orlich, et al., 2010). Teachers have to design and plan a good strategy in order to grab the student’s attention.

Different situation and condition in Senior High school requires different strategies in teaching Senior high school students. Senior high school students tend to be quieter and passive than junior high school students. Hikmah and Emzir (2013) found that the learning strategy implemented in the classroom at SMAN CMBBS is communicative approach based on students’ active principle in finding and solving problems through their learning experiences. The strategy which is used at SMAN
CMBBS is to make students active to communicate and involve with the activity inside the class.

Furthermore, Newton and Nation (2009) also said that there are still a lot of strategies which is used by the teacher to engage the students with the activity, for example like various number of speaking teaching strategies are utilized and used in the classrooms for many circumstances. There are some strategies for teaching speaking: cooperative activities, role-play, creative tasks, and drilling. Cooperative activities can encourage negotiation in the classroom.

In Cooperative groups, according to Johnson (1989), teachers change the member of the groups after they have done the discussion on a certain topic. Each member of the group will consist of new members to contribute to the group project. Students in the group have to interchange ideas, give different point of view and transfer some information to help each other and get a common aim. They complete the group activity collectively. Ames and Murray (1982) stated that students working in cooperative groups can share solutions and ideas to the group.

Role plays are activities where students are asked to pretend to be in various social contexts and various social roles (Harmer, 2001; Thornbury, 2005; Solcova, 2011). In role-play, students were given some information about a role” (e.g. a person or a job title). These are often printed on “role cards”. Teachers give students time for preparation and then students have to find partners to make some dialogues and perform their small scenes using their own ideas based on the role card given from the teacher. One simple role card could do nothing more than name the role e.g. mother, detective or alternatively teachers could offer guidance, e.g. buy a train ticket to Brighton, etc (Scrivener 2005: 155).
Creative tasks resemble real-life tasks, Solcova (2011) asserts that students develop their fluency best if engaged in tasks where all their concentration focuses on producing something, rather than on the language itself. Story telling is one example of creative tasks for students in junior and senior high school. Storytelling is recommended by many researchers (Egan 1979, 1986; Bruner 1990). Students were given a topic and times to think and make a story as creative as they can, after that they have to present it in front of the class.

Teachers can teach drilling using song. Gardner (1983), as cited in Curtain & Dahlberg (2010) believed that song, along with games and other activities will help students to be comfortable with their learning. Linse (2005:59) suggests teachers to choose songs which focus on specific phonemes or sounds in teaching pronunciation so they will accustomed with the sound. Teacher gives song to students which has past tense vocabulary with -ed is a very useful strategy to make students familiar with certain sound and learn about grammar.

According to Cole (1995), the teacher’s role are to provide effective plans/strategies in accomplishing students’ educational needs, whose general purpose is to communicate using the language being learnt, so the students want to speak in the target language. For instance, we can say that teachers’ responsibility is to make students speak in English by employing suitable teaching strategies of speaking because speaking skill is essential.

**Strategy for teaching reading**
Research studies recently found that there are a lot of college students today who take a surface ability in reading comprehension (Biggs, 1998, p. 58). This phenomenon occurs because most teachers in junior and senior high school lecture the texts and students generally take them for granted (Wendling, 2008; Hobson, 2004, p.1). Furthermore, comprehension problems become most apparent when students are faced with textbook material (e.g., Best, Floyd, & McNamara, 2008; McNamara, 2001). Understanding how the words come together in sentence can be so challenging. A lot of students may understand each word but fail to understand the relationships between sentences and the meaning of the text as a whole.

Therefore, teachers should be able find the appropriate reading strategies for students to overcome the issues which is discussed above. Collaborative Strategic Reading (CSR) proposed by Klingner et al. (1998) is one type of comprehension strategy instruction designed to improve learners’ strategic reading abilities through small group discussion. Teachers ask students to work in a small group and students were asked to find the main ideas in the passage, get some supporting details from the passage and find the meaning or the translation of some difficult words in the text. After that students have to share what they have gotten from the passage with their friends in the group. This strategy is used in reading in order to make the students get better comprehension toward the text.

Another strategy that can be used in teaching reading is that the teacher has to make sure students can identify the main ideas in the reading material. Teachers were asked to use Linda Hoyt’s (2002) Very Important Points (VIPs) where students were given sticky notes that they cut into six equal strips and when they find a main point of the text, they “highlighted” it with a yellow sticky note strip. Since sticky notes are
easily removable, so when students find more important information, they can change their minds without the permanent consequence of a highlighter marker. With only six sticky notes, students will also limited in scope. For further narrow exercise, teachers ask the students to work in small groups and then compare the main ideas that they have already gotten.

Success at the university level mainly depends on existing pre-entry college attributes, including the mastery of some fundamental academic skills especially reading comprehension skill toward academic text books (Tinto, 1993). The teacher must find the right strategy to overcome students reading problems so they become a better reader and comprehender.

**Strategy for teaching writing**

Writing skills can be the ticket to better college grades and greater academic achievement. Unfortunately majority of students in Junior and senior high school do not possess writing skills well because they do not have much practice with writing skills at school. It is clear that many students have difficulty with writing for a number of different reasons especially in the area of academic writing. (Bartlett, 2003; Odell and Swersey, 2003). It is significant need for students at all levels to be good written communication and to effectively communicate in a written format.

However Graham and Perin (2007) proposed strategy for teaching writing by using these steps: brainstorming, collaboration for peer reviewing, and writing persuasive essays. Those strategies were done successfully in many classroom. Teachers give students time to recall their background knowledge before they start writing because writing is an internal process. Students are given a time to make lists,
notes, and sprint drafts while brainstorming in their writing notebooks or folders for reference when they are stuck. Students can also use the strategies independently, at first to finish the initial piece and thereafter to begin others.

Stein, Dixon, and Isaacson (1994, p. 392) claimed that students with writing disabilities or difficulties need teachers who are able to teach writing effectively to a broad range of students. The effective techniques cited in their study are: the concept of big ideas, strategies, scaffolding, and review. Writing skills are critical to academic success so teachers have to find the right and appropriate strategy to build a strong foundation of writing skills for students. Higher level of education mostly demands students to be able to communicate in written text.

Strategy for teaching listening

Listening comprehension is a key and initial step in communication; therefore English Teachers need to provide activities that develop learners’ listening comprehension. Listening skill occurs almost in every activity throughout our lives, as Lindsay and Knight (2006: 45) shows, people have to listen to a wide variety of things, for example; when doing conversation with someone, talk on telephone; giving or receiving information. Those skills are used for example; at an airport or railway station; watching or listening the weather forecast on television or radio; listening to the music; listening to someone else’s conversation (eavesdropping), giving or listening to the lecture. Listening also important while we have to receive advice or information for example, at the doctor, in the bank, etc. The examples for listening to some instructions are: how to use a photocopier, how to use certain machinery, directions, etc.
The challenges towards teaching listening are becoming easier to cope because of the contributing of some new strategies and also the support of technology nowadays. Cohen (1998) suggests strategy for teachers to guide the students to apply strategies before, during and after a task so they can successfully finish the task and enhance their listening skills. As Mendelsohn (1994, p. 110) concludes, some strategies, such as: guessing, inferencing, etc. that strategies should be taught to students to compensate for the lack of understanding. (p. 110) Moreover, "through these, students will not only become better listeners, they will also become more effective language learners" (Nunan, 2001, p. 218). Nunan (2001, p. 219) also urges some strategies for teachers to make the learners conscious of what they are doing and of the process of learning: listening for gist (main idea), listening for purpose, listening for inference, listening for specific information, listening for phonetic distinctions, listening for tone/pitch to identify speaker's attitude, and listening for stress.

Listening is the primary form of practice for language learning, as it offers the most comprehensive method for communicative development. Listening is the basis of communicative competence as it provides aural input and enables learners to interact in spoken communication and hence language learning largely depends on development of listening ability. Thus listening forms the most concrete basis for complete language proficiency and is integral to the language learning process.

**Conclusion for discussion above**

There are a lot of strategies that have been done successfully but there are still many other strategies that can be used by the teacher to enhance student’s skill. Teachers have to be creative in implementing strategies in order to achieve the goal. Teaching
strategies continue to evolve over time and teachers are also demand to develop their skill in applying the strategies. By effectively use the right strategy, students will be able to absorb the lesson and develop their skill better.

THE STUDY

Context of the study

The purpose of the study is to describe and discuss the similarities and differences of strategies of English teacher in SMP and SMA lab Satya Wacana Christian University using descriptive method. Descriptions always depend on the perceptions, inclinations, sensitivities, and sensibilities of the describer (e.g., Emerson, Fretz, & Shaw, 1995; Giorgi, 1992; Wolcott, 1994). Descriptions must always accurately convey events in their proper sequence, or have descriptive validity, and the meanings participants attributed to those events, or have interpretive validity (Maxwell, 1992). The description in this study cover the strategy used by English teachers in SMP and SMA lab Satya Wacana Christian University since English teachers have to be able to apply the appropriate strategy to the students. The grade levels of the students determine the strategy or the technique that is used by the teacher in teaching. SMP and SMA lab Satya Wacana Christian University is a progressive school in Indonesia which has students from different backgrounds or varying degrees of ability, familiar with the English National Curriculum and experience of applying technology in the classroom.
The Participants

There were five participants for this study. They were teachers in SMP and SMA Lab Satya Wacana Christian University. I chose them because they fulfilled the criteria that were needed to get the data or information. There were two English Teachers in SMP Lab Satya Wacana Christian University. Teacher A is 39 years old and she has already taught English in SMP Lab Satya Wacana Christian University since 2001. Teaching in SMP Lab Satya Wacana Christian University is her first experience and she has to teach 27 hours a week for grade seven, eight and nine. She usually found materials to teach from internet and also book from Erlangga entitled “Bright”. The another teacher is Teacher B is 30 years old and she has already taught English in SMP Lab Satya Wacana Christian University since 2009. Teaching in SMP Lab Satya Wacana Christian University is not her first experience. She worked at Citibank for three months as a marketing and also worked as a secretary and admin for two years in PT. Blue Bird Taxi before finally she worked in SMP Lab Satya Wacana Christian University. In SMP Satya Wacana Christian University, she had to teach 27 hours in a week for grade seven, eight and nine. She uses books from Government and Erlangga entitled “Mandiri”.

There were three English Teachers in SMA Lab Satya Wacana Christian University. Teacher C is 44 years old and she has already taught English in SMA Lab Satya Wacana Christian University since 1995. Teaching in SMA Lab Satya Wacana Christian University is her first experience and she has to teach 26 hours in a week for grade ten, eleven and twelve. She used books from government and Erlangga entitled “Pathway to English”. Teacher D is 53 years old and she has already taught English in SMA Lab Satya Wacana Christian University since 1987. Teaching in
SMA Lab Satya Wacana Christian University is not her first experience in teaching, she worked as an English teacher in Oxford and as a private English tutor before she finally works in SMA Lab Satya Wacana Christian University. She has to teach 27 hours in a week for grade ten, eleven and twelve. She also used books from government and Erlangga entitled “Pathway to English”. SMA Lab Satya Wacana Christian University also has teacher E as an English teacher. She is 52 years old and she has already taught English in SMA Lab Satya Wacana Christian University from 1997 until now. Teaching in SMA Lab Satya Wacana Christian University is her first experience and she has to teach 26 hours in a week for grade ten, eleven and twelve. She also uses the same book which the first one is book from government and second one is from Erlangga entitled “Pathway to English”.

**Instrument of data collection**

An observation protocol were made by including the name of strategies, teachers’ activity and student’s activity to collect the data. All of the communication used by the English teacher during the class were recorded. After that, the recording were transcribed and analyzed to describe the similarities and differences strategies of English teacher in SMP and SMA lab Satya Wacana Christian University.

**Procedures of data collection**

Class room observations were conducted in SMP and SMA lab Satya Wacana Christian University in order to get the data. Class room observation were conducted seven times in seven classrooms. The observation were done in SMP lab Satya Wacana Christian University once in grade seven, two times in grade eight and once
in grade nine. The last three observations were done in SMA lab Satya Wacana Christian University once in grade ten and two times in grade eleven.

**Data Analysis Procedure**

After completing the stage of data collection, the data were analyzed qualitatively. First the data were transcribed and then classified. The result was discussed and described showing the differences and similarities of strategies used by the English teacher in SMP and SMA lab Satya Wacana Christian University.

**FINDING AND DISCUSSION**

The finding and discussion of the present study was discussed based on the number of observations collected from the lesson of five teachers, teacher A and teacher B at SMP Lab Satya Wacana Christian University and teacher C, teacher D and teacher E at SMP Lab Satya Wacana Christian University. The observations were done seven times. The teachers used some strategies in teaching English in the classroom and there were some similarities and differences of teaching strategies used in SMP and SMA Lab Satya Wacana Christian University.

Based on the observations, the study found that asking questions was mostly used both in SMP and SMA Lab Satya Wacana Christian University. The findings on similarities and differences of teaching strategies used in SMP and SMA Lab Satya Wacana Christian University are discussed below.
A. Asking Question

Asking question is one of the strategy that occurred almost in all classrooms. Asking question was often used by Teacher A, Teacher B, Teacher C, Teacher D and Teacher E. There were some question words that were often used during the lesson such as: *what*, *where*, *who how*, and *do or does.*

During the observations, the teachers in SMP and SMA lab Satya Wacana Christian University used this strategy to ask questions. *“What”* was the question word that were often used in classroom. This question were used by the teacher when the students had to read a passage. The teacher asked the meaning of certain vocabulary to get the students’ answer about the meaning of that word. The purpose of this question was to check students understanding toward the passage and to enrich the students’ vocabulary. Teachers in SMP Satya Wacana Christian University said, (T: Teacher; S: Students)

T: What is the meaning of attractive?
S: (Answer)

This strategy was useful in developing students’ vocabulary. Students could use the vocabulary through passage from their book. Learning new vocabularies from story was also more effective and easy for the students. Students in SMP needed to know the meaning of the words in order to understand the story written in their book.

The teacher in SMA Satya Wacana Christian University also used question word “*what*” to ask question to her students. This question occurred when the
students read a passage and the teacher asked the meaning of the words. The purpose of this strategy was to make sure students know the meaning of the passage and also to enrich their vocabulary. The teacher said, (T: Teacher; S: Students).

T: What does it mean?
S: (Answer)

This strategy was successfully done by the teacher to enrich students’ vocabulary. This question word was used by the teacher to ask the meaning of some words such as: colorful, rainbow, sweetheart, etc. Some students in the class were able to give the meaning and the others learnt from it.

The teachers in SMP also used question words such as “where” to ask question and get the students’ answer. The strategy was used to check students’ understanding by demanding the students’ answers toward recording played by the teacher. This strategy occurred when students had to listen to a recording and shortly after that the teacher checked students’ understanding by asking question used “where”. Below is the example,

T: Where are Sam and Keith?
S: (Answer)

This question word was used after students finished listening to the recording about two people who had a conversation at school. This question word was used by the teacher to get the answer from the students based on the recording. A lot of students in classroom were able to give the right answers.

The teacher in SMA used a question word “where” to ask about the main information of a noun clause. The purpose of this question was to check students’ background knowledge about noun clause. The teacher wanted to know how far they
have understood noun clause so she knew where she should start explaining about noun clause.

T: Where is the main information here?

S: (Answer)

The sentence is “I really love the small town where I was born”. Students had to find the main information from that sentence. The teacher expected students would give the right answer which was “the small town”. However only few students answered it right and the rest just kept silent because they had not understood about this topic.

The teachers in SMP and SMA also often used question words like “who”. This question words were used by the teacher in SMP to maintain the lesson in a communicative way and also to maintain the students’ attention toward the teacher’s explanation. This strategy was used by the teacher in SMP to ask the students to do an exercise on the board. The teachers in SMP expected to get an answer like “me” from the students to ensure that students were able to do the exercise about past tense after the teacher’s explanation. An example is presented below,

T: Who want to try to do number one for the positive one?

This strategy was very useful to check the students’ understanding about past tense. The teacher wanted their students to make a sentence using verb in past tense such as: woke up, ate, watched, etc. Some students were able to show their ability in mastering past tense by writing the sentence on white board.

The teacher in SMA used this strategy to maintain the communication between the teacher and the students in English. This question also occurred in order
to enhance students understanding toward speaking. This question appeared when the teacher asked her students about students who had not got a chance to present their topic last meeting. The teacher expected her students to raise their hand and then prepared for their presentation. The teacher asked,

   T: Who has not got the chance for presentation?

This strategy was useful to maintain classroom conversation in English. All students in the class also understood what the teacher said. Some students who had not got a chance to present the week before raised their hand and then prepared their five minutes presentation.

“How” is another question used in the classroom during the lesson. Both English teachers in SMP and SMA lab Satya Wacana Christian University used this strategy to ask further or detail answers from their students. Asking question with “how” was also be used to see what they could already do or mastered and what they could not, and after knowing that teachers could help students to expand on it. The teacher in SMP used it to ask students about how to do the exercise. The teacher wanted to make sure the students knew and understand about what they should do with the exercise as presented below. The teacher asked,

   T: How do you compare the color for those four picture?

   S: (Answer)

This strategy was very useful to elicit students’ critical thinking in making comparison of pictures in their book. The students had to compare the pictures of two houses in their book. The answer expected from the students were: size, color, number of room, etc. The teacher hoped that students were able to mention the
differences between the pictures of two houses so that they could compare it. Students were able to find the differences and they answered the teacher’s question correctly.

The teacher in SMA used this question when the student finished their presentation about smoking. One of the student in the class asked this question and the teacher repeated the question to make it clear. The presenter had to answer the question and gave clear explanation toward the question. The purpose of this question was to make the students able to answer impromptu question and also to practice their oral speaking skill. The teacher asked,

T: Ok, how to stop smoking?
S: (Answer)

The teacher found this strategy very effective in developing students speaking skill. Students who asked a question to the presenter would get extra point as well as the presenter who answered the question.

The last question word used by the teacher in SMP and SMA lab was “Do or Does”. This type of question word was used to elicit “yes and no” answers from the students. This question could make students confident to speak and answer because they only had to say yes or no without explaining the detail. Students were able to guess the answer and from that answer, teachers could determine in which level students had understand the material. The teacher in SMP asked this question after the students finished listening to the recording. The teacher asked,

T: Does Sam live in the town center?
First, students had to listen to a conversation of a man and a woman and tried to find the answer. Almost all SMP students in the classroom answered the question correctly. The answer was “yes” because from the recording it said that Sam lived in the town center.

Meanwhile the teacher in SMA asked this question in the middle of explaining her material about noun clause. The teacher asked about the differences of a question and a noun clause. The question was presented below,

T: Do you know the difference between a question and a noun clause?

The teacher expected that one or two students would be able to explain the difference between a question and a noun clause. However none of the students able to answer the teacher’s question. The teacher continued the explanation and gave some examples to make the students understand the difference between a question and a noun clause.

B. Giving Feedback

Giving feedback was used when the teachers wanted to praise the students. The type of feedback used by the teacher in SMP and SMA lab was positive feedback with motivational purposes. The purpose was to make the learner feel good and to encourage and support the learner. Giving feedback was used in situations after a student did a good job and it consisted of a simple praise. The teacher in SMP gave feedback when her student were able to give a sentence in the past tense. The teacher asked,

T: Good! Next example?
The teacher praised the students after the students gave a sentence in a past tense to encourage the other students to give an example as well. The strategy used by the teacher was very effective to raise the students’ enthusiasm.

Meanwhile the teacher in SMA gave feedback when her student able to answer her question about a noun clause. The teacher wrote a sentence on the white board and asked the students which one was the noun clause. Some students in the class were able to answer the teacher’s question correctly and the teacher praised her student. Below are the example,

T: Ok, good.

This strategy was very useful to enhance students’ enthusiasm toward the learning process. Many students tried to guess and answer the teacher’s question about noun clause.

Differences of teaching strategy used in SMP and SMA Lab Satya Wacana Christian University

There were some differences in teaching strategy that were found during the observations. The strategies used by the English teachers in SMP were more on receptive skill development which covered listening and reading skills. However, English teachers in SMA concerned with productive skill development which consisted speaking and writing skill.

I. Strategy used by teachers in SMP (Receptive skill development)

A. Giving oral explanations
Giving the oral explanations used by the teachers to explain the material about countable and uncountable and the teacher used Indonesian to make sure the students understood. The reason of giving oral explanations was because it was effective and not time consuming. The teacher said,

T: Bisa di bilang ini uncountable karena kita tidak bisa bilang satu uang dua uang.

(We can say that it is uncountable because we cannot say one money, two money)

This explanation was used when students got confused whether “money” is countable or uncountable. The teacher then gave an explanation and also an example such as: water, month, pencil, etc. The way of the teacher gave an explanation was very clear and understandable.

B. Explaining instructions

Explaining instructions used by the teachers in SMP to give orders or instructions about what the students had to do. The teacher used this strategy to explain the instructions about comparison exercises that the students had to do. In this strategy the teacher used English and then translated it into Indonesian to make sure the students knew what they had to do and they did not misunderstand the instruction. Below is the example,

T: Ok, for some of you, if it is easy please take a look at page 199, there are some pictures there, please compare the first picture in the first column with the second picture, the house only, the four picture, yang rumah. Empat gambar pertama yang rumah. (The house, the first four picture of houses).
This strategy was aimed to make the students understand how to make a comparison using the pictures on their book. The students had to make some sentences based on the picture in their book. For example: *The house in the first picture is bigger than the house in the second picture.* After finishing the exercise, the students had to tell their answer to the teacher.

C. Explaining through picture

Explaining through picture used by one of the English teacher in SMP to capture student’s attention. This strategy was used in order to give the students clearer explanation. By explaining the material in an interesting way, the students in the class were more active and communicative during the lesson because they did not get bored with the explanation. The teacher used this strategy to explain past tense to her students. Below is the example,

T: Past tense itu ibarat rumah. Atapnya namanya simple past tense. Ada ruangan-ruangan di dalamnya. There are rooms inside simple past tense. (Past tense is like a house, the roof named simple past tense. There are rooms inside, there are rooms inside simple past tense).

The teacher presented that the first room is for simple past tense and the other room is for past continuous tense. By giving this picture, the students understood that there were some types of past tense so they did not get confused with it. This strategy was very useful to catch students’ attention and gave them better understanding.

D. Giving the synonym

The teacher in SMP often gave the synonym of some words to enrich students’ vocabulary. The teachers used this strategy when the students read a
passage and then the teacher gave some synonym to the words in the passage. Below is an example,

T: The synonym of fascinating in English you can say beautiful, awesome, attractive, wonderful, interesting. Remember fascinating is menarik, mempesona, dll.

This strategy aimed to extend students’ vocabulary. The students in SMP dealt with remembering a lot of vocabularies. This strategy was very effective because the teacher gave the synonym with the same context of the story or passage. This strategy made students understand the context of the synonym and students would be able to implement it in another sentence.

E. Giving the translation

This strategy was used when there was a long passage that the students had to read sentence by sentence and then the teacher gave the translation. The translation given by the teacher was to ensure that students understood the story so the students could follow the story. Below is the example of how the strategy was implemented during the lesson. The teacher said,

S: last holiday I was in Mexico City with my dad.

T: The meaning is liburan yang lalu saya di kota Mexico dengan ayah.

This Strategy aimed to make students understand the story better and understood the meaning. The story was about a man with his daily routines and the students should be able to follow and understand the story.

F. Giving clarification
Giving clarification was given when there was a sentence in the passage that used 24 hours. The teacher gave clarification about the different culture between Indonesia and America. The sentences in the passage used 24 hours meanwhile in America they used 12 hours system with a.m. and p.m. The clarification was given by the teacher to give students better understanding about the differences of Indonesian and American culture. The teacher gave the clarification to the students using Indonesian, and below is the example. The teacher said,

T: Nah mungkin yang buat jadwal ini kelupaan sesuatu bahwa Bahasa di amerika, mereka hanya mengenal jam 1 sampai 12. Tidak ada jam 16. Oke next!

(Maybe the time table maker forgot things that language in America, they only know hour from one to twelve. There is no 16. Ok next)

This clarification was very useful to enlarge students’ knowledge toward another culture especially American culture. Since the students’ learnt English language, it is very essential for them to use hour’s system in English.

II. Strategy used by teachers in SMA (Productive skill development)

A. Presentation

The students had to decide their own topic and after that the students had to present and speak in front of the class for five minutes. While the student were presenting, the other students had to listen and then ask questions to the presenter. The teacher would mark the student who presented and asked questions. All students in the classroom had the same treatment to speak in front of the class for a minimum
five minutes. Presentation was used by the teacher to develop students’ communication skill. Below is the sample,

T: Ok presenter number 3? Number 4 get ready!

S: Give applause

Presenter 3: Present

The presenters had to think the topic at home, practice it and be confident while presenting. This strategy was useful for the presenter to enhance his or her communication skills. This strategy was very useful for the listener to enhance their listening skill.

B. Question and answer section

Question and answer section was used by the teacher right after the student’s five minutes presentation. The teacher encouraged the students to be more productive by telling them to ask some questions to the presenter. The teacher would give extra point to students who asked questions toward to the presenter. Besides encouraging the students who had to ask questions, this strategy was also effective to urge the presenter to be more critical thinking in answering the questions came to him or her. The teacher also taught the presenter to be confident in answering impromptu questions from their friends. Below is an example,

T: So, question? Yes Jovita?

Jovita: (Asking)

Presenter: (Answer)

T: Ok excel?

Excel: (Ask)

Presenter: (Answer)
The students would ask about the topic delivered by the presenter. For example: the topic was about traffic jam, students would ask about how to stop it, or why it happened, etc. Another topic delivered by the other presenter would bring another questions from their friends.

C. Group work (Discussion)

Group work or discussion was used to encourage students in speaking. This strategy was used by the teachers in SMA by giving a topic about zodiac and then the students had to pretend as if they were a fortune-teller. They had to ask their friend’s horoscope and tell them as if they knew about their friend’s future. Below was what the teacher did,

T: Twelve zodiacs, now ask your partner zodiac and work with your partner, then suppose than you become the astrologer, and then you have to predict about your friend’s future. This is example: my partner was born on the 25 of July, it means that he is Leo. I will say to him, you will be health and you will have good career. So you have to talk about career, friends, home, money, personality, romance. So I give you ten minutes to prepare.

This strategy was aimed to make the students speak in English with their partner. The students had to ask his friend’s name in English, his or her friend birthday, his or her friend zodiac, etc. After that they had to brain storm what they had to present in front of the class because they had to tell their friends’ future career, love, health, etc.

D. Drilling with exercises

The teachers in SMA used drilling with exercise to make the students ready for the test and final exam. Students in SMA, especially in Indonesia have to face
final exam if they wanted to graduate and continue their study in to University. The teachers gave students a lot of practice because practice made perfect, so they will be ready once they have a final exam. Below are some examples of practices that had been done by the students,

T: Open page 181, complete the missing words. (Play the recording)
S: (Do the exercise)

T: Now please do exercise 6 (play the recording)
S: Do the exercise

T: Now, please do exercise 11, still related to listening. I will lay 3 times, ready?
(Play the recording)
S: Do the exercise

This strategy was very effective to enhance students’ listening skill because they had to listen to a dialogue between a man and a women and answered the questions in their book. This listening practice was like a TOEFL test where students had to focus and listen carefully.

The differences of Language use in SMP and SMA

The teacher in SMP tended to use Indonesian rather than English. Sometimes the teachers mixed the language between Indonesian and English to make their students easy to get the idea. The teachers used English for simple words, sometimes
the teacher translated the instruction to Indonesian to make sure that the students knew the point about steps on things that they had to do.

The English teacher in SMP also used Indonesian language in explaining the materials like grammar. The teachers used Indonesian language to give the students better understanding about the formula, the function and the implementation of certain grammar such as past tense, present tense or past continuous tense. The teachers in SMP also used Indonesian language while giving clarification as mentioned above. The purpose was still the same, to make the students understand what the teacher said.

However the English teachers in SMA used English because the students in SMA have better understanding about instruction or direction spoken in English.

CONCLUSION

There are similarities and differences of strategies in teaching English in SMP and SMA lab Satya Wacana Christian University used by the English teachers in teaching English as a foreign language (EFL) in classroom. This study set out to describe the similarities and differences of strategies in teaching English in SMP and SMA lab Satya Wacana Christian University. The aim or this study was to provide new knowledge about the similarities and differences of strategies in teaching English in SMP and SMA lab Satya Wacana Christian University. This paper can be very useful for English teachers in finding some references to enhance English learning process for adults especially for teaching students in SMP and SMA.

The similar strategies that occur the most in SMP and SMA lab is asking questions. This strategy was often used by the English teacher in order to capture
students’ attention, make the lesson interesting and more communicative. The next strategy used by the teacher in SMP and SMA lab is giving feedback. Giving feedback was used to praise the students and encourage them to keep their performance in class.

There are differences of strategies in teaching English in SMP and SMA lab Satya Wacana Christian University. The strategy used in SMP focus more on receptive skill development such as: giving the oral explanation that was used by the teacher when explaining material to the students. Explaining the instruction was used by the teacher in order to avoid error explanation and make it clear to the students. Explaining through pictures was also used by the teacher in SMP to catch the student attention and give better understanding so it can be remembered longer by the students. Giving the synonym was another strategy used by the teacher which aim to enrich students’ vocabulary. Giving the translation was used to make students understand the meaning so they can follow the story of the passage, and last, giving clarification is aimed to explain the right or the more appropriate sentence. Those strategies are aimed to enhance students listening and reading skills.

However the English teachers in SMA concern more about productive skill development such as: presentation which was used by the English teacher in SMA to develop students’ ability in speaking and encourage them to speak in English in front of the class. Question and answer section was also used by the teacher after the presentation to urge students to give impromptu questions and answers. Group work (Discussion) strategy was used to make students confident in speaking English because the students spoke in English with their own friends in the same level, and drilling with exercises is a strategy that was used by the teacher to assess the students. Those strategies are aimed to enhance students speaking and writing skills.
The last difference that was observed is the language use, where the teacher in SMP tended to use Indonesian language or mix it a little bit in English, but teacher in SMA used English as a medium of the instruction. The teachers in SMP used Indonesian to avoid misunderstand that may happen in the class. The use of Indonesian language was also more effective and can save more time as Chambers in (1992) agrees that the use of mother tongue can be time efficient since it does not require a lot of repetition in explanation when students seem confused.

The aim of this study are to give description about are similarities and differences of strategies in teaching English in SMP and SMA lab Satya Wacana Christian University. In addition, the teachers can be wise to use strategy which is useful for improving students’ English skill and help students in understanding the material. SMP and SMA students can be treated either similarly or differently depend on the students’ behavior and the situation inside the class. The case of this study is based on the situation of the students in SMP and SMA lab Satya Wacana Christian University and it may be different to another school.

However, this study still has some limitations that need to be acknowledged. This study was only conducted with five teachers in six classrooms. Based on that limitation, for further research, the next researcher may conduct similar research with more specific areas of description for example; similarities and differences of strategies in teaching speaking or listening or reading or writing used in SMP and SMA lab Satya Wacana Christian University to enrich this study.
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