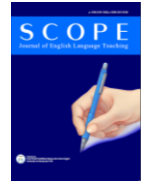




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Research Article

## Teachers' Strategies to Develop English Learning Interest of Bilingual Boarding School Students

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### KEYWORDS

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 Learning Interest;  
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### A B S T R A C T

The purpose of this study is to find out the teachers' strategies in developing students' interest towards learning English as a foreign language at the eighth-grade students of a boarding school in Bandung. This research uses a qualitative descriptive method. The sample in this study was 30 eighth-grade students and 1 English teacher. In collecting data, the researcher used questionnaires given to students, English teacher interviews, and documentation. The findings in this study revealed that: 1) Eighth-grade students at the boarding school have a high interest in English; 2) Before starting the lesson, the teacher has prepared a lesson plan for one semester, and the teacher also makes a class agreement; 3) In learning activities in the classroom, teachers and students are active because the teacher also asks more questions and requires students to speak English; 4) The English teaching method used by the eighth-grade English teacher uses several methods, such as lectures method, discussion, question and answer, demonstration, and others. The teacher uses different methods every day so that students do not feel bored while learning. Furthermore, the teachers use ICT media such as *quizzz*, *Kahoot!* and others to make learning more fun and easier for students to understand.

## INTRODUCTION

English has a very important role in the current era as an international language to communicate and have good relations with foreigners from various countries (Christie, 2018). Learning English has become a necessity; however, in Indonesia, English is neither the main nor the second language used in daily communication. English in Indonesia is designated as a foreign language just like the languages of other countries. Thus teaching English in Indonesia experiences many obstacles where it is very difficult to find people who communicate using English.

Not infrequently, instructions, communication, and discussions in teaching English in class use Indonesian as the medium of instruction so that students are not exposed to this target language. Therefore, it can be concluded that learning English in Indonesia is not supported by an adequate environment.

Lack of support from an adequate environment also affects students' interest in learning English. There are several factors that influence students in learning including family factors, environmental factors, motivational factors, talents, interests, and others (Ainia, 2020). The most important thing to be successful in teaching English is to

pay attention to how much interest students have in learning English (Ainia, 2020).

According to Zhao (2014), interest is a type of emotional arousal condition, and it is a propensity for people to be knowledgeable about certain topics or to enjoy particular activities. A person acquires interest in something if they concentrate on it for an extended period of time when oriented in a particular way. Meanwhile, Slameto (2010) states that interest is persisting tendency to pay attention to and enjoy some activity and content. It means that interest is a proclivity to pay attention to and remember something. Students who are interested will pay attention, enjoy something, and gain satisfaction from it. If students get a stimulus from outside and feel pleasure from something, their interest will rise. This sensation is caused by the environment or the object of interest.

Interest in learning is a crucial factor in student learning success. Furthermore, learning interests can support and influence the learning process in schools, particularly when learning English. Some students feel bored learning English for various reasons because most teachers usually use the same method or model in teaching. Learning by using the same method can make students feel bored in learning English, not only learning English but all lessons using the same method will certainly make students feel bored (Pupriandari, 2021).

Consequently, teaching strategies are one of the supporting factors that will aid the teacher's classroom performance. Teaching strategies play a crucial role in the process of instruction and learning. Teaching strategies can assist teachers in facilitating student learning activities and can be one of the ways teachers make the teaching and learning process more effective and interesting so that it has a significant impact on students because they learn while doing learning process activities in the classroom so that it is not monotonous and learning objectives are met Killen (2013) in (Syafryadin, 2020). According to Smith in Putriyani (2015), teaching strategy refers to a pattern of teaching acts designed to achieve particular outcomes. It refers to how the instructor planned the class and includes the classroom setting and instructional materials. In preparing all of their needs prior to conducting the teaching process, it is anticipated that they will attain certain objectives. Teachers employ learning strategies for specific learning and specific purposes. It should be noted that a strategy that is effective for one material may not necessarily be effective for another.

In the English learning process, the teacher's desired learning objectives are typically not met, resulting in low student achievement. In reality, the process is influenced by a number of factors, including teachers who still

struggle to select appropriate methods and strategies and students who find it difficult to learn English because they are not exposed to foreign languages in their social environment. However, the most significant challenge teachers face is that no two students are identical in terms of their knowledge, abilities, and learning styles. In addition, teaching English at the adolescent level, which is more difficult than teaching English to adults, presents challenges for teachers. Because both possess distinct qualities. Improving student learning in the classroom is closely related to the instructional strategies employed by teachers. "... strategies that contribute to the development of the language system constructed by the learner and that have a direct effect on learning" (Rubin, 1987).

A strategy is a teacher-implemented effort and procedure. Teachers plan and prepare the teaching and learning process when employing strategy. By employing the strategy, teachers hope to achieve their desired teaching objectives. Consequently, the teaching strategy is an effort or method used by teachers to achieve their goals in carrying out the learning process based on the methods, efforts or methods, procedures used by teachers in transferring the material to students. In addition, a teaching strategy can be described as a plan or a series of steps implemented by a teacher in the process of delivering content to students in order to facilitate effective learning.

As a tool for achieving objectives in the teaching and learning process, the objectives of a teaching strategy are as follows: 1) Ensuring that specific knowledge is acquired as quickly as possible; 2) Motivating students to engage in an intellectual exchange; 3) Reducing the number of incorrect answers as students attempt to learn a concept, principle etc.; and 4) Ensuring the achievement of specific content goals Anil, 2011:4 in (Putriyani, 2015). It means that the teaching strategy used to achieve the objective consisted of ensuring that students understood the lesson's main points. In addition, students are instructed in social skills. They will communicate to exchange thoughts and opinions.

In the English learning process, the teacher's desired learning objectives are typically not met, resulting in low student achievement. In reality, the process is influenced by a number of factors, including teachers who still struggle to select appropriate methods and strategies and students who find it difficult to learn English because they are not exposed to foreign languages in their social environment. However, the most significant challenge teachers face is that no two students are identical in terms of their knowledge, abilities, and learning styles. In addition, teaching English at the adolescent level, which is more difficult than teaching English to adults, presents challenges for teachers. Because both possess distinct

qualities. Improving student learning in the classroom is closely related to the instructional strategies employed by teachers. "... strategies that contribute to the development of the language system constructed by the learner and that have a direct effect on learning" (Rubin, 1987).

A boarding school in Bandung implements a bilingual teaching system, namely Turkish and English. In implementing this system, the school creates a special format for English subjects at the elementary, junior and senior high school levels with Cambridge English Language Assessment standards which made it interesting to research the teacher's strategy in teaching English.

## METHOD

### *Methods of The Research*

This research is a qualitative method. According to Creswell (2014) a qualitative research strategy is a method for investigating and comprehending the meaning that individuals or groups attach to a social or human situation. Lexy J. Moleong (2012) explains that qualitative research is defined as research that does not conduct calculations. While Bogdan (1992) defines qualitative methodology as a research procedure that generates descriptive data from people in the form of written or spoken words and observable behavior. Qualitative research is focused on description. The descriptive qualitative work method includes data collection, organization, and interpretation. The analysis was based on data from Teachers' interview, students' questionnaire, and lesson plan from the Eighth Grade Pribadi Bilingual Boarding School Bandung.

### *Research Subjects*

The subjects of this research are the students who study in the eighth-grade at Pribadi Bilingual Boarding School Bandung in the academic year 2022/2023. The eighth-grade is divided into 2 classes, female class and male class. The total number of the population in this research are about 30 students.

The sample in this research were 30 students in two classes and one English teacher as a sample. According to Sugiyono (2009:63), the sampling technique in this study is total sampling. Total sampling is a technique sampling technique where the number of samples is the same as the population.

### *Technique of Collecting Data*

The research data was collected from the questionnaire results by the students, interview results by the teacher, and lesson plan analysis.

### *Technique of Analyzing Data*

The researcher used questionnaire to collect data for this study. Then classifying the responds strongly agree, agree, strongly disagree, disagree, and finally calculate the percentage of results from respondents using the percentage formula. The formula being used is a follow:

$$P = \frac{F}{N} \times 100\% \quad (1)$$

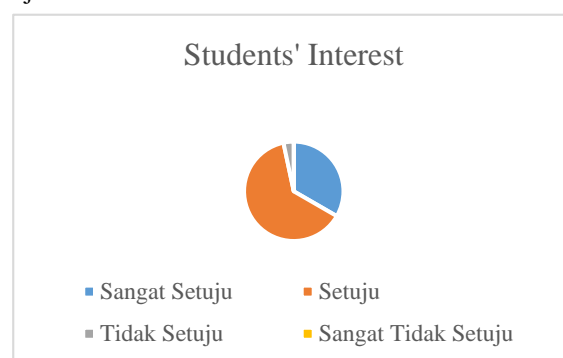
The researcher will check the truth of the data or information obtained by the researcher from various different points of view using the triangulation technique.

According to Miles, M. B., & Huberman (1994, p. 10) analysis consists of three simultaneous activities: data reduction, data display, and conclusion drawing/verification.

## RESULTS AND DISCUSSION

### *1. Students' Interest*

Based on the results of interviews with eighth-grade English teachers at Pribadi Bilingual boarding school, students' interest is very important. Because if the students do not have interest, even though the teacher has taught very well, the learning will not be able to run well or succeed. Furthermore, based the results of the questionnaire, out of 30 eighth-grade students who filled out the questionnaire, 96,7% of students' answered that they were interested in learning English, and 3,3% of other students answered that they were not interested. In their opinion, learning English is a very important subject. In addition, 93% of students felt that English was not difficult, and the other 7% of students felt that English was a difficult subject.



**Figure 1** Students' Interest towards English

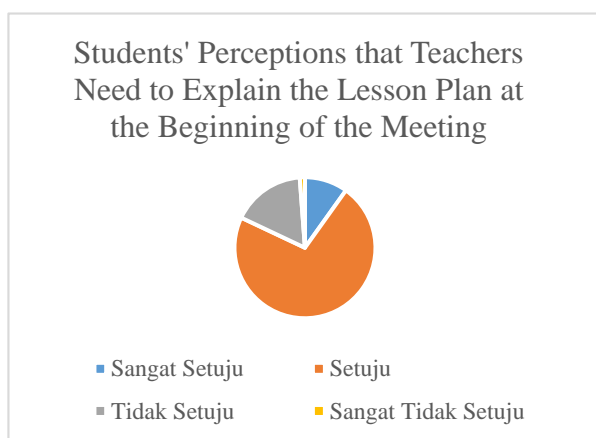
Students feel comfortable with the way the teacher teaches interspersed with games, which is what makes students feel interested in learning English. In addition, communication between students and teachers goes well, so students will not feel bored. In previous studies that examined student interest in English as a foreign language, student interest was low because the teacher was too monotonous when teaching and learning were not interspersed with jokes or casual conversation. Bad communication makes students

feel bored because only the teacher plays an active role in classroom learning.

## 2. Teachers' Plan

Teacher plans are plans made by teachers before starting learning or called lesson planning. Lesson planning is a systematic approach that includes analyzing learning needs, formulating learning objectives, developing learning strategies, developing teaching materials, and developing evaluation tools in order to achieve learning objectives. In an effort to achieve the expected learning objectives, evaluation tools are used. The importance of teacher planning is because, with a lesson plan, learning will be more systematic, facilitate the analysis of student learning success, facilitate the delivery of material, save time and energy, and can be a regulator of learning patterns.

Based on the interview with the eighth-grade English teacher at Pribadi Bilingual Boarding School, Bandung, before starting the lesson, the teacher explains what material they will learn during the semester. Besides, based on the questionnaire results, 83.3% of eighth-grade students agreed that teachers need to explain the learning overview such as what material will be learned during the next semester at the beginning of each meeting.



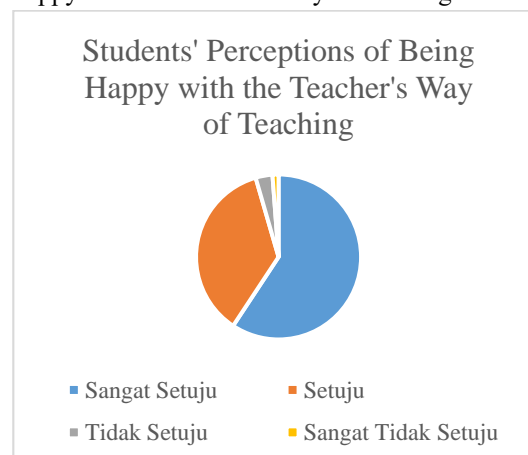
**Figure 2** Students' Perceptions that Teachers Need to Explain the Lesson Plan at the Beginning of the Meeting

In addition, the teacher also makes a class agreement. After the teacher says "One two three four five English mode activities," no one is allowed to use Indonesian during the learning activities. If anyone violates this, they will be sanctioned. There is no tolerance at all for those who break the agreement. The bilingual boarding school itself uses a green card and a red card system. A green card means something good, while a red card means something bad. So those who break the agreement will be given a red card. By forcing students to always use English can help students in learning English, because then students will get used to speaking English.

## a. Teachers' Activity

When the teacher enters the classroom, all students sit neatly in their respective seats. Before entering the lesson, the teacher will give instructions "One two three four five English mode activity," which after the teacher gives these instructions then no one can use Indonesian during English learning takes place, then the teacher gives an opening greeting and asks how the students are doing. After that, the teacher tells stories and asks questions to students who then relate it to the previous meeting material that has been explained and continued by explaining the learning activities that will be carried out next. Then the teacher explained the material that had been prepared using power point (ppt), students seemed to really enjoy the way the teacher taught because the teacher explained the material clearly and in detail, then the teacher gave examples and questions to students and gave practice questions using quizzes. Students look very active and compete to answer questions quickly, and the teacher will also ask several students to explain why they chose that answer. In this way, it can make it easier for teachers to monitor students' abilities, and make students active when learning in class. The closeness between teachers and students is also very visible, where no student feels afraid or awkward with the teacher when learning. After explaining the material and practice questions, to close class activities, the teacher asks students about their opinions on the material and learning that day. Then after that, the teacher explains the description of the material that will be done at the next meeting. And finally, the teacher closes the meeting by saying thank you and closing greetings teachers says "hatur nuhun", and students will answer "sami-sami".

In addition, based on the results of the analysis of the lesson plan, the teacher has conducted teaching from beginning to end in accordance with the lesson plan that has been made before. With this teacher activity, 96,66% of students felt happy with the teacher's way of teaching.



**Figure 3** Students' Perceptions of Being Happy with the Teacher's Way of Teaching

## b. Teaching Method

Based on the results of the interview, the English teaching method used by the eighth grade English teacher uses several methods, such as lectures, discussions, questions and answers, demonstrations, and others. He uses different methods every day so that students do not feel bored when learning.

### 1) *Lecture method*

The lecture method is a teaching strategy that verbally teaches material to pupils. This strategy will make the classroom environment more favorable. Each student participates in the same activities, which are organized mostly by the teacher.

Time and energy are used fairly effectively. One of them is that each student can quickly and simply understand the information that the teacher is trying to deliver. In order for the class to go well and easily.

The lecture approach can also help students get used to using their hearing as effectively as possible to absorb information. For students with good intelligence, this strategy is ideal. This is because it may be simpler for a pupil to understand information when they receive it.

### 2) *Discussion method*

This discussion method is not much different from a lecture discussion. In actuality, the goal of this discussion is to discuss a challenge. As an illustration, a teacher may assign a problem for discussion to various student groups.

The teacher then offers some guidance on how to resolve it. Each group will have a conversation about it with the other members of their group, and the teacher will be informed of the findings.

The teaching and learning process can create a more engaging and less monotonous classroom environment by adopting the discussion technique. Because everyone will be concentrated on the issue that is being discussed in class. Each student will be expected to have the confidence to think critically and speak their thoughts.

In addition, this discussion method teaches students to be able to be critical and systematic in thinking. Additionally, to having the tolerance to become friends with people who hold diverse views. The most crucial aspect is that every student has a chance to practice ethical deliberation.

In general, the students can recall the outcome of this dialogue, which is the solution to the issue. This occurs as a result of the students participating in the conversation and learning topics that interest them.

### 3) *Questions and answers method*

The question and answer method is a way for teacher and students to connect while sharing information. With this method, teachers can teach by having students answer questions about the material. This technique is also used to measure how well students comprehend the information that has been provided to them.

Both the teacher and the student must actively participate in the learning process while using the question and response format. Additionally, each student must participate without waiting for the teacher to pose a question.

This question-and-answer format can encourage each student to reflect and dare to voice their ideas. Students will attempt to concentrate when following the lesson process as a result.

### 4) *Demonstrations method*

The practice or drill method is a method that can be used to convey subject matter or information through exercises. This method of training students serves to train physical and mental skills. The skill training method can build the motor intelligence and skills that students have. For example, drawing, interesting writing, or memorizing something. In addition, students can also gain mental intelligence.

In addition, English learning at Pribadi Bilingual boarding school uses book media designed to have I-tools, the book is a very complete online book in which there are materials, questions, games, pictures, videos, and others. The book was purchased from Cambridge because Pribadi bilingual boarding school uses the Cambridge curriculum. The use of media there is also considered very effective because students are already in touch with gadgets. In addition, teachers also usually deliver material to students by using games such as quiziz, and Kahoot!, so that learning is not boring.

Based on to the questionnaire results, all students like learning interspersed with games or applications such as quiziz, kahoot! and others. Furthermore, in their opinion, the teacher explains the material very clearly and gives examples that are easy to understand. And the teacher usually invites students to make group games after that switch to personal games to find out the ability of students one by one and to find out whether students have understood or not with the material that has been delivered. And to monitor students' progress, teachers usually look at their written test results and see students' activeness in the classroom.

Related to previous research, it is also mentioned that on average they prefer to learn using ICT media because learning becomes fun and learning English becomes easier.

## CONCLUSION

Based on the results of the study, it can be concluded that:

1. Eighth grade students at Pribadi Bilingual Boarding School Bandung have a high interest in English. To build students' high interest, teachers approach students by reducing the boundaries, so that students feel comfortable and not afraid or shy with the teacher. This approach strategy will motivate students to actively participate in class. In addition, in order for students to have high interest, teachers must also understand what students want and know how to create learning that is not monotonous;
2. Before starting the lesson, the teacher has prepared a lesson plan for one semester, and the teacher also makes a class agreement where students and teachers agree to reduce the use of Indonesian during English learning;
3. In classroom learning activities, teachers and students are active because teachers also ask more questions and require students to speak English;
4. The English teaching method used by the eighth grade English teacher uses several methods, such as lecture, discussion, question and answer, demonstration, and others. The teacher uses different methods every day so that students do not feel bored while learning. In addition, the teacher also uses ICT media such as quiziz, kahoot, and others to make learning more fun and easily understood by students.

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