

**AN ANALYSIS OF ENGLISH TEACHING STRATEGIES AT  
VOCATIONAL HIGH SCHOOL OF ART  
(A Case Study at SMK Negeri 8/SMKI Surakarta in the Academic Year  
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## AN ANALYSIS OF ENGLISH TEACHING STRATEGIES AT VOCATIONAL HIGH SCHOOL OF ART

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**Abstract:** The objectives of this study are: 1) to investigate the teaching strategies at the SMK Negeri 8/SMKI Surakarta, 2) to describe the influence factors of the teaching strategies, and 3) to analyse the implementation of teaching strategies at the classroom practice. This is a case study to two English teachers at SMK Negeri 8/SMKI Surakarta. The data collection techniques consist of observation, interviewed with the teachers and students, questionnaire responded by students, and analysed teaching document i.e. syllabus, lesson plan, and material books. The data were analysed using Miles and Huberman's (1994) Interactive Model. The results of the study show that the teacher use teaching strategies which cover planning, teaching practice and assessment. The findings of this study are: (1) There are six teaching strategies used by the teachers at the SMK Negeri 8/SMKI. Those strategies are a) teaching document strategies, b) questioning strategies, c) using students language repertoire, d) individual assistance, e) motivational strategies, and f) assessment strategies. (2) The factors that influence the teachers in deciding the use of teaching strategies are curriculum, the students differences, teaching material, and school facilities. (3) In the implementing the teaching strategies, the teachers need to explore and maximize the strategies that support the implementation of K-13 at the school.

**Keywords:** *teaching strategies, vocational high school of art.*

**Abstrak:** Tujuan dari penelitian ini adalah: 1) mengisvestigasi strategi mengajar di SMK Negeri 8/SMKI Surakarta, 2) mencari faktor yang mempengaruhi strategi mengajar, dan 3) menganalisa implementasi strategi mengajar di kelas. Penelitian ini adalah penelitian studi kasus pada dua orang guru Bahasa Inggris SMK Negeri 8/SMKI Surakarta. Pengumpulan data menggunakan observasi, wawancara dengan guru dan siswa, pemberian kuesioner untuk siswa, dan menganalisa dokumen yaitu silabus, RPP, dan buku materi. Data yang terkumpul dianalisa dengan Interactive Model dari Miles and Huberman (1994). Hasil penelitian menunjukkan bahwa guru menggunakan strategi mengajar meliputi perencanaan, pembelajaran di kelas, dan penilaian. Hasil dari penelitian ini adalah (1) Ada enam strategi mengajar yang diunakan oleh guru di SMK Negeri 8/SMKI Surakarta. Strategi tersebut adalah a) strategi penyusunan dokumen mengajar, b) strategi menanya, c) menggunakan language repertoire siswa, d) asistensi pribadi, e) motivasi, dan f) penilaian. (2) Faktor yang mempengaruhi pemilihan strategi mengajar adalah kurikulum, perbedaan siswa, materi, dan fasilitas sekolah. (3) Dalam mengimplementasikan strategi mengajar, guru perlu

*memaksimalkan penggunaan strategi pembelajaran yang mendukung implementasi K-13 di sekolah.*

**Kata kunci:** *strategi pembelajaran, sekolah menengah kejuruan seni.*

## INTRODUCTION

Teacher is one of important components in the teaching learning process. Teaching itself is a complex act (Ornstein & Lasley, 2000, p.36). Teaching becomes a complex act because what works in a situation with some students might not work in other schools or even classes with some situation in different setting with different subject, students, and goals. Then, teachers are one of important contributors who are responsible for improving students' learning. Ornstein & Lasley state, "becoming teacher is an extraordinary complex venture" (2000, p.xi). They explain the teachers should know how to plan, what to teach (objective), how to determine how to teach (methods), how to consider what is taught (reflection), and how to determine whether students learn the requisite concept (assessment).

Teaching must be deliberated and planned (Orlich, Harder, Callahan, Trevisan, & Brown 1998). Orlich, Harder, et al state that teaching involves dynamic interactions among individuals (teacher and teacher, teacher and learner, learner and learner), and they concerned in making decision (1998, p.37). Teaching always includes finding a balance between *what* and *how*, between *content* and *skill*, between *knowledge* and *procedural knowledge* (Silver, Strong and Perini, 2007). Then, teaching needs good strategies to manage complex problems in more efficient ways.

Teaching strategies are among the main factors that help determine how and how well students learn foreign language. Silver, Strong, and Perini (2007) state that strategies are different types or styles of plans teachers use to achieve the goals. They explain that every teacher needs to create teaching strategies. Brown (2007) states that 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. Then, *Departemen Pendidikan*

*Nasional* of Indonesia in *Strategi Pembelajaran dan Pemilihannya* explains teaching strategies can be seen as a plan which contains sequel of activities, including the use of method and resource in learning which is arranged to reach the goal (2008). Strategies are effort to get success in the goals that want to be reached. David in Sanjaya (2014) states that in education, strategies can be explained as plan, method, or series of activities designed to achieves a particular educational goal.

Teaching in vocational high school is such a special thing because it is different with senior high school where the material is general, and vocational high schools prepare the students not only to attend the higher-level education, but also to meet the demand of industrial world. Vocational high school; in this case is vocational high school of art, the English teachers need to create the good strategies because the right strategies will develop students' capability in mastering the subject and achieve the learning goals. Achieving learning goal itself is not something easy because it deals with some issues. Some issues that need teachers' consideration in deciding teaching strategies are the implementation of Curriculum 2013 (K-13), teaching material, and students' problem in the learning process.

The government has redesigned the pedagogical way of thinking through the implementation of K-13. In order to implement the curriculum, teachers are demanded to create effective and meaningful learning, organizing learning, choose the right approach, deciding learning procedure and deciding successful criteria (Mulyasa, 2014, p.99). Based on K-13, the teaching and learning process is conducted by applying Scientific Approach (SA), in which the students are encouraged to observe, ask, explore, associate, and communicate the content material they are supposed to learn. Therefore, the teachers have to develop learning models that enable the students to think scientifically and creatively, and develop the sense of inquiry. It is in line with Cruickshank, Jenkins, and Metcalf (2009) who state that learner-centered strategies are based on the belief that students learn best through discovering or coming to know thing themselves and through problem.

Another issue that needs teaching strategies is the teaching material. In supporting the K-13, the government has produced textbooks of K-13. Textbooks are important source in teaching and learning English for teachers and students as they will get benefits from them (Harmer, 2007, p.304). However, in K-13 there is no certain book or material that is provided for vocational high schools of art. Textbooks of K-13 that are given to some vocational schools of art is still general. Then, teachers must learn how to integrate and organize the content of the textbooks to make an interactive and meaningful experience of student leaning.

English is one of the required courses at vocational high school, but it is not the main course in these schools because the students mainly learn about a particular major that they take. The use of teaching strategies needs to consider the students differences because each class has different characteristics. In SMK Negeri 8/SMKI Surakarta, each class has their own characteristics and problems. Herrell and Jordan state that teachers of English language learners need to recognize the essential ways in which they adapt lessons and assessment to meet the unique needs of these students (2012). Teachers should find the effective ways or strategies to achieve the goals and fulfill the students need.

Based on those facts, teachers are required to create good strategies in the preparation of teaching and the process teaching itself. This research is a qualitative case study about teaching strategies at vocational high school of art, which is SMK Negeri 8/SMKI Surakarta. This research focus on the teaching strategies which cover planning, teaching practice, and assessment. Since SMK Negeri 8/SMKI Surakarta is a vocational high school of art, the English teachers are required to create good teaching strategies related to the demand of the curriculum, teaching material, and students' characteristics to achieve the learning goals. Therefore, this research aims 1) to investigate the teaching strategies at the SMK Negeri 8/SMKI Surakarta, 2) to describe the influence factors of the teaching strategies, and 3) to analyse the implementation of teaching strategies at the classroom practice.

## RESEARCH METHOD

This research was conducted using qualitative case study method. This research was carried out at SMK Negeri 8/SMKI Surakarta at the class of XA Tari, X Pedalangan, and XIC Musik from October to November 2015. The subjects of the research were two English teachers at the school. The sources of the data are informants, events, and documents.

There are four techniques of data collection: interview, questionnaire, observation, and document analysis. The observation was conducted at seven teaching learning process. The observations were recorded into photographs, and video recording. The results of observations recorded in the form of field notes. The interviewees of this research were seven students and two English teachers to collect the accurate data from the research. The questionnaire was responded by the students to obtain how they were feeling about English and their opinion about the teachers. The documents analysis consist of syllabus, lesson plan, textbooks, field notes of observation, teaching and learning activities transcripts, questionnaire, and interview transcripts.

The trustworthiness in this research was obtained by using triangulation. According to Nunan (2009) triangulation is one of concept of multiple perspectives related to the idea that many points of view can be brought to the analysis of a case study data. Then, the data were analyzed using interactive model involving data reduction, data display, and drawing conclusion and verifying (Miles and Huberman, 1992).

## RESEARCH FINDINGS AND DISCUSSION

### Findings

The summary of teaching strategies used by the two English teachers at SMK Negeri 8/SMKI Surakarta are drawn in table 1.

Table 1. Summary of Research Findings

Research Questions	Summary of Findings
1. What are the teaching strategies at SMK Negeri 8/SMKI Surakarta?	<ul style="list-style-type: none"> <li>- The teachers use teaching strategies that cover teaching planning, teaching practice, and assessment.</li> <li>- The strategies are: teaching document strategies, questioning strategies, using students language repertoire,</li> </ul>



	individual assistance, motivational strategies, and assessment strategies.
2. What are factors which influence the teaching strategies?	<ul style="list-style-type: none"> <li>a. The implementation K-13 influences teaching documents such as syllabus and lesson plan, teaching material, and requires teachers to create teaching strategies which student-centered.</li> <li>b. Students differences at major, characteristics and competence.</li> <li>c. Teaching material at SMK Negeri 8/SMKI Surakarta are general.</li> <li>d. The limited of school facilities such as media and material book need strategies so that learning process can be accommodated.</li> <li>e. Time allotment for English at SMK is 45 minutes for each meeting and two meetings per week.</li> </ul>
3. How are the strategies reflected in the classroom practice?	<ul style="list-style-type: none"> <li>a. Teaching document strategies               <ul style="list-style-type: none"> <li>- Syllabus are made by MGPD and refer to the central syllabus of K-13.</li> <li>- Lesson plans are made by the teachers based on the syllabus. Teachers adjust lesson plans based on the school conditions.</li> </ul> </li> <li>b. Questioning strategies to recall students memories or basic knowledge, and to stimulate new knowledge for material will taught.</li> <li>c. The use students language repertoire reflects the reality of students daily life and develops contextual teaching learning.</li> <li>d. Individual assistance is used by the teachers when the students face difficulties, then the teachers will explain personally to the students.</li> <li>e. Motivational strategies by giving advice, encouragement, remind students and asking cooperation from productive teachers to enhance students' motivation and attendance.</li> <li>f. Assessment strategies based on assessment of K-13. Knowledge and skill: written and spoken test, project, mid semester test, semester test. Attitude: observations.</li> </ul>

Table 1 shows that the teachers used teaching strategies which cover planning, teaching practice, and assessment. The detail of the teaching strategies used by the English teachers are presented in the research findings below.

#### 1. The Teaching Strategies at SMK Negeri 8/SMKI Surakarta

There are six teaching strategies used by the English teachers at SMK Negeri 8/SMKI Surakarta. The strategies cover from planning, teaching practice, and assessment strategies. Those are teaching document strategies, questioning,

using students registers, individual assistance, motivational strategies, and assessment strategies.

2. The factors influence of teaching strategies

There are five factors have influence or become the consideration for the teachers in deciding the action at the teaching learning process so that the learning goals can be achieved.

- a) Curriculum has influence for teachers in deciding appropriate teaching strategies. The implementation of K-13 requires the teachers to create meaningful teaching learning process, encourage students' curiosity, and creativity. Curriculum also has influence in the developing of teaching document i.e. syllabus.
- b) Students' differences at vocational high school of students can be in form of difference of major, difference of characteristics, and difference of English competence. These differences lead the teachers to choose the effective strategies that can help students achieve the learning goals.
- c) The third factor deals with the teaching material. Material that will be taught becomes a consideration for the teachers to choose that suitable teaching strategies. In the conducting teaching learning process, the teachers use material from *Buku Pusat Kurikulum 2013*.
- d) The last constraint related to the use of teaching aids or facilities. The availability of material books, dictionary, encyclopaedia, and classroom facilities such as LCD are important for the teaching learning process. When those things can not be reached, the teachers should provide alternative way and chose the teaching strategies that support the students learning.

3. The Implementation of Teaching Strategies

- a) The implementation of teaching document strategies related with syllabus and lesson plan. In general, the teachers of SMK Negeri 8/SMKI Surakarta use syllabus from MGPD (*Musyawarah Guru Pelajaran Daerah*), a teacher association in the level of regency or city. The syllabus was arranged based on the national curriculum; K-13. The teachers follow the syllabus from MGPD, then the teachers develop their own lesson plan based on that syllabus. Then,



the teachers adjust the syllabus with the condition and facilities of the school. It might need to be added or reduced.

- b) Questioning strategies used by the teachers to support the teaching learning process. Based on the observations in seven teaching learning processes, the teachers try to construct students' knowledge by asking many questions to students until they find the matter. The teachers' questions sometimes in the form of recalling memory from the same material which is already taught in the previous meeting or even in junior high school. Most of question and answer activities that were observed in the classroom discuss about procedural knowledge (how to write sentence, or make invitation), and checking vocabulary. The teachers use questioning strategies because the teachers want the students active and contribute at the teaching learning process. The teachers also use questioning strategies to assess knowledge and measure students understanding.
- c) The use of language repertoire helps students to relate their daily life with English material. Students at vocational high school of art have studied general English in school, but actually they need to demonstrate communication in their specific skill area such as communicating related to art. The main source of teaching materials of English lesson in SMK Negeri 8 Surakarta was *Buku Pusat Kurikulum* 2013. The materials from the *Buku Pusat Kurikulum* 2013 were not specific related the majors of students but general materials. Dealing with this situation, the teachers try to relate the material with students' background. Language repertoire is the language varieties that community (in this case vocational art students) know and use within their speech community. It is used everyday. By using language repertoire, the teachers make language understandable to students. The teacher often gives example through language relate to students major, so that the students will be familiar with the vocabulary and easier to study the materials. This is one the ways to approach English material with the students' daily life and they can get better understanding. This strategies also develops contextual teaching learning.

- d) Individual assistance is used by the teachers to facilitate the students who found difficulties. In the teaching learning process, sometimes the students face the difficulties. This is a challenge for teacher to make the students understand the material delivered. From several observations, it seems that the teachers prefer give personal explanation or individual assistance to the students who get difficulties in the understanding the material being taught or solving the questions.
- e) Motivational strategies is one of important strategies to gain students attendance and motivation to learn English. In the conducting teaching learning process, sometimes the teachers not only face technical problem related method but also non-technical problems such as students' motivation. Students' motivation is one of important elements to support learning process. According to the interview with the teachers, motivation of students' SMK Negeri 8/SMKI Surakarta in learning English is low. Dealing with this situation, the teachers try to encourage their awareness is by giving advice. Another way to gain students attendance at English class, the teachers of productive class help the teachers of theory class (one of them is English lesson) by creating a regulation. If the students want follow the productive classes, they should attend the theory classes as well. It is implemented at the class of Tari and Karawitan.
- f) Assessment strategies at SMK Negeri 8/SMKI Surakarta is done by assessment techniques of K-13. There are several aspects that are assessed in Curriculum 2013, those are attitude, knowledge, and skill. In the assessing knowledge, the teachers used written and spoken test, assignment in form of homework and/or project. In the assessing skill and knowledge, the teachers assess the students' performance in the English practice. While for attitude assessment, teachers are doing observation along the teaching learning process.

### **Discussions**

The findings of the research on the teaching strategies at vocational high school of art in the previous section lead into several points. First, the teaching

strategies dealing with the teaching documents i.e. syllabus and lesson plan, the teachers try to adjust the content of syllabus from MGPD through the lesson plan by considering the condition of the school. However, there is problem where the teachers are confused about the arrangement of lesson plan because there is no certain guideline from MGPD or from teachers at the school in the creating lesson plan. Dealing with this problem, the teachers should look up to Minister of Education and Culture Education Regulation number 65 about Standard Process. In that regulation, there are components that should be written on lesson plan.

The second strategy in the teaching at vocational high school of art conducting by English teachers of SMK Negeri 8/SMKI Surakarta is questioning strategies. Questioning becomes effective strategies to encourage students learning. Through questioning, students are asked to be active and think critically. Through questioning, the teachers engage the students into discussions or preview material before that can greatly increase their understanding and activation prior knowledge related to it.

Based on the observations, generally, the teachers used General Inferential Question (GIC). Marzano & Brown (2009) state that GIQ comes into two types: default questions and reasoned inference questions. In this research, the teachers used default questions ask students to fall back on their own background knowledge. When the class come to the material that they ever received in the previous time or even in junior high school, the teachers would ask the students to recall the information from that time. What did they already know, what they remember. Question structures teachers involved to retrieval questions (Marzano & Brown, 2009). Retrieval question requires students to recognize, recall, and execute knowledge as it was explicitly/directly taught. Although some educator may consider such questions to be “lower order” they have an important place in the teaching-learning process. Specifically, they help students acquire and integrate new declarative knowledge (i.e. information such as vocabulary terms, fact, generalization, and principles) or new procedural knowledge (i.e. skills, strategies and processes). Questioning strategies also can help students have chance to express the idea, or to think and answer the material not only passive.

The use of students language repertoire in the teaching learning process makes students know the context of the materials. Both the T1 and T2 use the materials from the *Buku Bahasa Inggris Kurikulum 2013*, even though the books do not provide specific materials related to the art field, but the teacher always try to relate the material with students' background. They give example through language related students major. The background of the learner has significant effect on the development of language skills. When teachers teach class of Tari, they give example using vocabulary relate to dancing field, when teachers teach class of Musik about giving and asking opinion they discuss about music field as the bridge to relate English lesson or material with the students life. Language teaching should be set in to the specific learning and language use needs of the students, and also sensitive to the sociocultural contexts in which where is the students will use English. It is in line with (Murcia, 2001). The use of language repertoire also develops into Contextual Teaching Learning (CTL). Majid (2013), Johnson (2002) and Hosnan (2014) emphasize the material that students learn relate to the context of personal, social, and cultural, so that the students have the knowledge that could be applied in their real life. Then, communication is more effective when teachers use examples from the common experience of students. It ensures that students understand the material presented in particular lesson. So, the teachers should use subject matter and examples that are relevant to the background prior learning of students.

Individual assistance becomes other strategies to help students achieve the learning goals. In the classroom, most of students do not confident to answer the questions, share the opinions because they do not understand yet the material, and some students do not confident to study because they felt underestimate if they got bad grades or failed. Students did not belief that they have ability to be better, in this case, it can be solved because the teachers use personal approach and individual assistance to face the problem and support the students. When the students find out difficulties in the learning or understanding the materials the teachers will approach him/her, and explain personally.

The next strategies deal with the motivational problem. Students' motivation is one of important elements to support learning process. High motivation will make students achieve satisfaction result and get the objective of learning easier, while low motivation can be obstacle factor. Besides preparing and delivering teaching material, another job of teachers is giving motivation to the students so that the students willingness to learn improved. When the students have good motivation, it would be easier to the students reach the learning goal. Then, motivational strategies are techniques that can be employed by the teachers to facilitate students' motivation in learning. The form of motivational strategies can be in the form of advice and encouragement. In the teaching learning practice, the T1 and T2 have different teaching style. Where the T2 has discipline and firm teaching style, T1 rather be a friend with the students. Through this way, the teacher believes that it can approach the students. Then, based on the interview, it was also knows that the students like the way T1 teach. Because she has enthusiasms, warmth, and humour personalities. Cruickshank, Bainer, and Metcalf (1999) state that effective teacher posse a motivating, stimulating personality. Moreover, they state that those kind of teacher has opportunity to engage the students because she has several personalities that become teaching style. Then, another way that the teachers conduct is by asking cooperation from productive teachers (Karawitan and Tari) to encourage students' attendance at theories classes, including English. This is in line with Cruickshank (2009) related affective domain. Teaching and learning process is building affective component to make learners receiving or attending. Learners are willing to attend to, concentrate on, and receive information.

The last strategies is assessment strategies. The teachers conduct assessment based on K-13. The components are being assessed are attitude, knowledge and skills. The teachers assess the students through some ways. In assessing knowledge, the teachers give homework, competence test, middle semester test, and semester test. The form of assessment can be in form of multiple-choice, essay, and short answer. Then, to assess skills, the teachers give a project. In the assessing attitude, the teachers observe the students, while in the

assessment guidance there is peer assessment. Regarding this decision, they already consider that assessing students' attitude is enough through observations, and this is also because the situation which difficult to make all of students attend the class and giving peer assessment. So, teachers' observation becomes the best way to asses students attitude.

As long as the research conducted, some strengths and weaknesses were found in teaching strategies used by the English teachers. The strengths were as follows:

1. Questioning strategies could draws students' attention to the topic discussed, motivates students, assess students understanding, and deepen students understanding.
2. The implementation individual assistance help the students got better understanding. When some students were not understand materials yet and they were not confidant enough to ask teachers, individual assistance help them overcome the students' difficulties in order to get understanding.
3. The use of students language repertoire helps the students to learn the material contextually. They will know to relate English with their major and environment.

Besides, the researcher also found some weaknesses during the implementation of the strategies. The weaknesses were:

1. Questioning strategies requires well organized preparation and good communication skill in order that the students are able to understand the content of the questions.
2. Individual assistance can be time-consuming.
3. When the teachers use language repertoire, they should have rich of vocabulary and various themes related the students majors without ignoring the material provided from the material book.

## CONCLUSION

The conclusion of the research is arranged according to the research findings and discussion. First, there are six teaching strategies used by the



teachers at the SMK Negeri 8/SMKI Surakarta. The strategies are (a) teaching document strategies, (b) questioning strategies, (c) using students language repertoire, (d) individual assistance, (e) motivational strategies, and (f) assessment strategies. Second, there are five factors are influence the teachers to decide the use of teaching strategies. Those are the implementation of K-13, the students differences, teaching material, and school facilities. Implementation K-13 influences teaching documents such as syllabus and lesson plan, teaching material, and requires teachers to create teaching strategies which student-centered. The students differences in major, characteristics and competence require the teacher to use strategies which suitable and help them to learn better. Teaching material at SMK Negeri 8/SMKI Surakarta which are general need strategies from the teachers to make the material close to the students life. The limited of school facilities influence the teachers to take alternative strategies so that learning process can be accommodated. Time allotment for English at SMK is 45 minutes for each meeting and two per week, in this limited time, the teachers should the set the material and deliver it as good as possible. Third, the implementation of teaching document i.e. syllabus and lesson plan adjust the condition and facilities of the school. The use of questioning strategies in form of recalling students memories, asking vocabularies, procedural knowledge, help them to construct new knowledge, and asking them to think critically. The use of students registers as the alternative from the materials which are still general. Through the use of students language repertoire, the teachers use material related to the art field that can help the students understand material better and help them to use English contextually. Individual assistance is used when the students find difficulties during the teaching learning process at the class. The teacher will approach the student and giving personal explanation until the student understands the material taught. Motivational strategies are used to gain students motivation to attend the class, and motivation to learn English. The teachers give encouragement, advice, and asking the productive teachers to improve students attendance. The last strategies are assessment strategies which conducted based on the assessment techniques of K-13. The assessment cover knowledge, skill, and

attitude. Based on the results of the research, the teachers need to maximize and explore strategies that support the implementation of K-13 at the school.

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