ANALYSIS OF ENGLISH TEACHING STRATEGIES IN NON-FORMAL EDUCATION SETTINGS

(A qualitative descriptive study at ESCO (English Students Community) in Rejang Lebong)

THESIS

This Thesis is submitted to fulfill the Requirement for „sarjana‟ Degree in English Language Education

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ENGLISH TADRIS STUDY PROGRAM

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Hal: Pengajuan Skripsi

Kepada

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di

Curup

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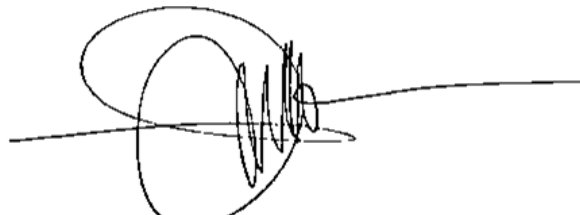
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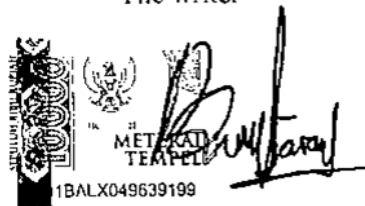
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Curup,   July 2024

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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The researcher finished this thesis entitled **"ANALYSIS OF ENGLISH TEACHING STRATEGIES IN NON-FORMAL EDUCATION SETTINGS (A qualitative descriptive study at ESCO (English Students Community) in Rejang Lebong)"**. This thesis is presented in order to fulfill of the requirement for the degree of strata I in English study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Because of those reason, the researcher would like to presents his deepest gratitude to:

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Curup,   July 2024

The Researcher

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MOTTO

Learn from yesterday, prepare for tomorrow and fight for today.

DEDICATION

My infinite gratitude to Allah SWT. Thank God, in fact it is all thanks to Allah SWT that I was given the knowledge and the way to complete this thesis. I offer my prayers and greetings to the Prophet of Allah SWT Syaidina Muhammad SAW, the most venerable person among us Muslims, where he is our role model in living a safe life in this world and the hereafter. Apart from that, I would like to thank the good people who, God willing, will always be under the protection of Allah SWT, namely:

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PREFACE

All of praises be to Allah SWT, help and support from all of lecturers, family and friends that the researcher had finally finished writing his thesis entitle *"ANALYSIS OF ENGLISH TEACHING STRATEGIES IN NON-FORMAL EDUCATION SETTINGS (A qualitative descriptive study at ESCO (English Students Community) in Rejang Lebong)"*.

This thesis is submitted as a part of the completion for undergraduate degree of strata-1 (S1) in English Study Program of State College for Islamic Studies (IAIN) Curup. The researcher realizes that this thesis is far from being perfect, therefore the researcher appreciates any suggestions and critics for being perfect in the future.

Last but not least, the researcher does that this thesis will be useful to those who interested in this field of the research.

Curup,   Mei 2024
The Researcher

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ABSTRACT

Bimantara Hutama Putra	: *ANALYSIS OF ENGLISH TEACHING STRATEGIES IN NON-FORMAL EDUCATION SETTINGS (A qualitative descriptive study at ESCO (English Students Community) in Rejang Lebong)*
Advisor	: Dr. Sakut Anshori, S.Pd.I., M. Hum
Co-Advisor	: Sarwo Edy, M. Pd

The objective of this research is to investigate about the teachers" TEACHING STRATEGIES IN NON-FORMAL EDUCATION SETTINGS (A qualitative descriptive study at ESCO (English Students Community) in Rejang Lebong). This Descriptive research describe about the Teaching Strategies in Non-Formal Education Settings. The research was conducted in ESCO (English Students Community) in Rejang Lebong. The participant was two English teachers who teach English subject. They were given interviews and observations to analyze teachers' strategies, challenges and ways of dealing with challenges in teaching Beginner classes at ESCO (English Students Community) in Rejang Lebong. After gaining the data, the researcher analyses the data by interpreting the interview result and observation. The result of the research confirmed that there 6 indicator strategies conducted by the teachers strategies in teaching at ESCO (English Students Community) in Rejang Lebong. They are; 1. Expository, 2. Contextual, 3. Inquiry, 4. Memory 5. Affective, 6. Cooperative. Meanwhile there are several indicator conducted for teacher"s challenging by the teachers in teaching at ESCO (English Students Community) in Rejang Lebong. They are; 1. Students" motivation to learn, 2. Students" emotional inhibitions, 3. Mixed ability, 4. Use of mother tongue 5. Expectations of teacher-centeredness, and the last was the solution of the teacher for the overcome the challenge, there are; 1. Build on existing strategies, 2. Integrate strategies with lessons, 3. Explicit strategy instruction, 4. Provide strategic choices, 5. Continuous learning plan, 6. Use of target language in strategy instruction.

Keywords: Teaching Strategies, and Non-Formal Education.

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CHAPTER I

INTRODUCTION

This chapter presents an introductory explanation of study. It covers background of the research, research question, research objective, the definition of key term, delimitation of research, significance of the research, and organization of the research.

A. Background of the Research

Language is a means of communication. It implies that language is typically used by people to communicate ideas, news, and information. Additionally, they might use it to convey their attitudes and sentiments toward other people. Schawab, Adds that the impact occurs on all aspects not only what we do but also who we are. Language, including this, is an aspect of our identity.[1] Until now English is still used as the language of diplomacy, business, tourism, education, science, entertainment, computer technology and media at the international level. In addition, English is also often used as a language of instruction in the development of communications, technology, internet, and software which are the main needs of the current millennial era.

English is an international language, as we all know. Therefore, in today's globalized world, English is crucial for communication. According to Galloway & Rose, The global spread of English and the growing

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[1] Schawab, Klaus. 2016. The Fourth Industrial Revolution. Switzerland: World Economic Forum.

number of English users worldwide have a number of implications for how English should be taught.2 The above statement reveals that English teaching is one way to make an effort to speak the language.

English language teaching has focused on teaching the language rather than teaching about the language. These abilities are integrated into the learning process for teaching English, and they will help students become more skilled. In order for students to master the four crucial fundamental skills,there are several factors that influence teaching such as media, learning resources, facilities, technology, and others. One of the key aspects of teaching students that affects their learning is strategy, according to Facella, Rampino & Shea,One way to support a child"s emergent language is to choose a strategy that is developmentally

appropriate for the child"s language acquisition stage. It is necessary for teachers to have some knowledge as to how children typically acquire language.3 From what the expert explained above, in the language learning process, teaching strategies are an important component that will help students become more skilled in implementing language.

The treatment of strategy occurs at the level of design, where the roles of educators, students, and educational resources are defined.

Theoretically connected to an approach, teaching strategy is

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2 Denchai Prabjandee (2019): Teacher professional development to implement Global Englishes language teaching, Asian Englishes,

3 Melissa A. Facella , Kristen M. Rampino & Elizabeth K. Shea (2005) Effective Teaching Strategies for English Language Learners, Bilingual Research Journal, 29:1, 209-221,

organizationally determined by design. Teaching strategy is one of the elements in teaching-learning process, and it is related to an approach, design, and teaching procedure. It is needed in teaching-learning process to determine the success.

To make the English teaching process successful, strategy is a crucial component of education because it allows teachers to more conceptually create learning environments. With the right teaching strategy, educators can create an enjoyable and productive classroom experience for students where they can learn important academic and social skills to last a lifetime. Being educated is the best approach for students to learn, still according to Facella, by understanding learner characteristics and teaching strategies appropriate for each stage, teachers can easily integrate support and activities.[4] From the statement above teaching strategies have a big influence on students' language development where teachers must understand students' characteristics in order to determine strategies that are suitable for them.

In Indonesia, where English is a foreign language, teaching English is a crucial thing to do and the right teaching strategy can really help in the process. There are two paths to learning English, namely formal and informal education. As we know, formal education is education at school that is obtained regularly, systematically, graded or tiered, and by following clear requirements and besides that there is also non-formal

[4] Melissa A. Facella (2005) Effective Teaching Strategies for ELLs : 211

education that can be taken in addition to formal education. According to Article 13 Paragraph 1 of Law Number 20 of 2003, the educational path consists of formal, informal and non-formal education which can complement and enrich each other.[5]Non-formal education is available in addition to scheduled, uninterrupted formal education that runs from elementary through higher education.

Contrary to formal education, learning activities in non-formal education are shorter. Children and adults can participate in a variety of non-formal education programs. According to Brennan, non-formal education is 'any organized, systematic educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups of the population, adults as well as children.[6] From the statement above, non-formal is a type of education that is more flexible in its application. There are several types of non-formal education, namely course institutions, training institutions, study groups, and similar educational units. Course education is the most prevalent and fastest-growing of Indonesia's non-formal education options.

Course places are one of the various non-formal education delivery methods that are available in Indonesia. Course have become commonplace for us where there are many institutions that are facilities

[5] Undang-undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional. (Online),
(http://sindikker.dikti.go.id/dok/UU/UU20-2003-Sisdiknas.pdf, diakses 4 April 2017). [6] Barrie Brennan (1997) Reconceptualizing non- formal education, International Journal of Lifelong Education (1974: 8)

that facilitate this, especially in learning English. Being a kind of non-formal education where learners will be more focused and learning will undoubtedly grow more diversified, In addition, teaching will be simpler to implement and teachers will use a wider variety of teaching strategies, resulting in more effective activities. According to Bray & Kwo, refer to courses or shadow education as private tutoring or the paid services students use to enhance their in-person education outside regular school hours. Lecture-style tutoring in so-called cram schools run by huge tutoring companies is prevalent in many Asian environments.[7] In Indonesia, there are many places where Course places is spread, especially English course. See Bray & Lykins, 2012). Significantly, in Indonesia, what distinguishes between shadow education and private tutoring is in terms of their management; shadow education is hosted by private institutions that have a clear organizational structure.[8]From the aforementioned explanation, it can be inferred that course placement or shadow education is a service that is rapidly developing in Indonesia and that teaching strategies, which are a crucial component of successful English learning, must be further developed.

Now that there are so many students registering themselves in English courses, an institution needs to improve its ability optimize the language education process in order to actualize the expected language

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[7] Bray, M., & Kwo, O. (2013). Behind the façade of fee-free education: Shadow education and its implications for social justice. Oxford Review of Education, 39(4), 480–497.

[8] Bray, M., & Lykins, C. (2012). Shadow education: Private supplementary tutoring and its Implications for policymakers in Asia. Manila: Asian Development Bank.

learning objective. In Rejang Lebong, there is one of the English language course places, namely ESCO Rejang Lebong located in Talang Rimbo Lama, Curup which was founded in 2015, The following factors led the researcher to select Esco Rejang Lebong as the research subject: the course institution is situated in Rejang Lebong; it has multiple classification levels; the students in the class come from a variety of age and educational backgrounds; and, lastly, the course institution has its own curriculum, syllabus, and learning resources.

ESCO students it also varies from elementary school to senior high school, making ESCO more varied in its learning considering that at one class level there will be a mix of students of different ages and school levels.The teachers should find the appropriate strategy to apply in the classroom which is suit the learners" level (M Lasintia, P Prihantoro, S Edy, D Ariani. 2018) With proper English teaching strategies, teachers can help students build up their competences in analyzing, identifying problems, solving problems, and making decisions.[9] There are so many strategies that could be used by the teachers but not all of the strategies

could be appropriate and suit the learners" level. Selecting the appropriate strategies will facilitate students' absorption of the learning process as stated byL Noviyenty, a professional English teacher should consider

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[9] Lasintia, M., Prihantoro, P., Edy, S., & Ariani, D. (2021). English Language Teaching Strategy for ASD (Autism Spectrum Disorder) Students. *Linguists: Journal Of Linguistics and Language Teaching*, *7*(1), 77-93.

appropriate strategies in teaching.[10]From observations made by researchers, the students at ESCO classes are diverse, from various ages, school levels, and their English language backgrounds are different, while at ESCO courses they are taught the same learning material. By seeing this, ESCO teachers are required to adapt by teaching the same material while the classroom environment has differences from the learning background in their school.

Based on the reasons above, the researcher believes that this research can be beneficial for teachers, students and language teaching institution, in this context, teachers can adjust themselves with teaching strategies that are more flexible and more varied. A teacher's adaptation when teaching can help them to have more freedom in implementing teaching strategies which will make it easier for teachers or tutors when delivering learning material in class, and with good teaching strategies at course institutions it will make students more comfortable and easier to understand the material being taught because it suits their learning needs. So, the researcher is interested in conducting a study entitled ANALYSIS ENGLIS TEACHING STRATEGIES ON NON FORMALA EDUCATION SETTINGS (A qualitative descriptive study at ESCO (English Students Comunity) in Rejang Lebong), because the researcher wants to analyze what strategies are normally used by the teacher in ESCO Rejang Lebong.

[10] Noviyenty, L. (2018). Strategies in learning and techniques in teaching english speaking. *ENGLISH FRANCA: Academic Journal of English Language and Education*, *2*(1), 35-48.

In addition, the authors also want to find out the challenge faced by the English teachers in applying strategies to teach in ESCO Rejang Lebong.

B. Research Questions

Based on the background that has been explain above, the researcher formulate the question to obtain the result of this research, they are as follows:

1. What are the teachers" strategies in teaching English at ESCO Rejang Lebong?

2. What are the challenges faced by the English teachers in applying teaching strategies at ESCO Rejang Lebong?

3. How to overcome the challenges teachers face when implementing teaching strategies at ESCO Rejang Lebong?

C. Objectives of the Research

Based on the research questions above, the objectives of the study are as follows:

1. To identify how are the strategies used by English teachers in teaching at ESCO Rejang Lebong.

2. To find out the challenges faced by the English teachers in applying strategy at ESCO Rejang Lebong.

3. To find out how teachers deal with challenges in implementing strategies in the ESCO class.

D.The Definition of Key Term

  The researcher needs definition all of term used in this research as follows:

1.Teaching strategies

  Reiser and Dick, argue that "in achieving teaching-learning goals and objectives, teachers can use the different strategies of teaching."[11]

It is correspondingly asserted by Cole, that it is the teachers" role to provide effective plans or strategies in accomplishing students" educational needs, whose general purpose is to communicate using the language learning.[12] Thus, a good strategy will make the learning process more interesting and helping the students to understand the materials more easily.

  Teaching strategies consist of all components of learning material and procedures that will be used to help students achieve certain learning goals. Teaching strategies can also be interpreted as patterns of learning activities that teachers choose and use contextually, according to student characteristics, school conditions, the surrounding environment and the specific learning objectives formulated.

2.Language teaching strategies

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[11] Reiser, R., and Dick, W. (1996). *Instructional Planning: A Guide for Teachers* (2nd Ed.), Allyn and Bacon, Boston.

[12] Cole, R. W. (2008). *Educating everybody's children: Diverse teaching strategies for diverse learners*. ASCD.

Language teaching can be successful if there is sufficient knowledge adequate to the characteristics and behavior of learners. In a teaching and learning process, there are always students who do well and students who are less successful. Matter this is caused by various factors, one of which is the teaching method or strategy applied by the teacher. According to Wellington and Osborne, emphasizes that teachers need to give prominence to language teaching by employing a range of strategies and pedagogical devices so that all learners are able to grasp both the language and its attendant concepts.[13] From this, it can be said that teachers require both practical and theoretical knowledge for teaching their students and increasing the quality of learning. Teachers need mature language teaching strategy planning so that the language teaching process will be easy to implement.

3.Non formal education

According to Heimlich, non-formal education is seen as "any organized, intentional and explicit effort to promote learning to enhance the quality of life through non-school settings[14]. The above statement can be interpreted as meaning that non-formal education is an effort carried out by institutions in an organized and structured   manner outside of formal schools to increase the development power   of education.In some subject areas, non-formal education might be

[13] Wellington J, Osborne J 2001.Language Development Strategies for the Teaching of Science in English. From (Retrieved on 16 May 2011).

[14] Joe E. Heimlich, Nonformal Environmental Education: Toward a Working Definition (Columbus, OH: ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1993).

more productive and efficient. Because non-formal education programs can be tailored to meet specific needs, they are effective.

E.Delimitation of Research

This research is limited to teachers who teach in beginner classes where there will be four beginner classes in ESCO Rejang Lebong. This beginner class was taken for the reason that during observations the researcher found that the beginner class had more varied students where their school level was from elementary school to high school as well. Their different educational backgrounds make the beginner class suitable for this research. In this ESCO class, one teacher will teach in one class and the focus of this research is to review the strategies used by teachers in these four beginner classes.

F.Significance of the Research

The researcher hopes that the results of this research can provide information to readers about the importance of non-formal education in the world of education, and the researcher hopes that it can provide benefits to students, teachers and researchers.

1.Teachers

After the researchers finished this research about an analysis of the strategies used by teachers at ESCO can develop teachers' potential when teaching to be more flexible and varied. Apart from that, non-formal education can be a teaching opportunity other than formal

education.Apart from that, teachers can manage the learning process to achieve effective and efficient results.

2.Students

The result of this research give a contribution for the students as well as they can be more active to observe, and can motivate the students to interest in learning English. Then, it will make students more enthusiastic and enjoyable to follow the teaching-learning process in the class. Another thing is that students can increase learning achievement based on the speed of understanding the material optimally.

3.Institutions

In this case the institutions involved are universities and also English courses. In the context of this research, universities act as creators of tutors or teachers who will later teach and English courses play the role of those who recruit teachers. As for these institutions, they will be able to further increase the educational potential in their respective sectors.

4.Researcher

This research also has contribution for the researcher, because can add new knowledge about how to teach students. This research can contribute for researcher to find out the best strategies for teaching in

the class. Next, it could be references for the other researcher to conduct others research in teaching strategies.

G.Organization of The Research

This section provides the paper organization from chapter number one to chapter number three. First chapter in introduction that consist of background of the research, research questions, the objective of the research, the definition of key term, delimitation of research significance of the research, and organization of the research. Second chapter in review of related literature is contains review of related theories, and review of related studies. Third chapter in this study discusses the research methodology. It contains design of the research, subject of the research, technique of collecting data, research instrument, and the technique of analyzing. In the fourth Chapter is finding and discussion. The research's data is provided via the findings and discussion. The last chapter would be Chapter five, which contains conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of two parts; the first part discusses review of related theories, and the second part discusses review of related studies.

A. Review of related Theories

1. Non-formal education

    a. Definition

Coombs and Ahmed said, non-formal education is 'any organized, systematic educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups of the population, adults as well as children[15]. From what the expert said above non-formal education is an educational activity that is organized outside the formal education system, either independently or as an important part of a wider activity aimed at serving known student targets and for educational purposes.

Non-formal education can be viewed as lying on the continuum from formal to informal education. According to Radcliffe and Colletta, in comparison with formal education it is generally non-formal education more task- and skill-oriented, more flexible in timing, and more immediate in its goals[16]. From the statement above, non-formal education supports

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[15] COOMBS, P. H. and AHMED, M. (1974) Attacking Rural Poverty: How Nonformal Education Can Help (Baltimore: Johns Hopkins University Press).

[16] RADCLIFFE, David J.; COLLETTA, Nat J. Nonformal education. In: Lifelong Education for Adults. Pergamon, 1989. p. 60-64.

formal education, where the difference between the two is that non-formal education is more flexible in its application.

b.Types

Non-formal education, which functions as a complement, substitute and enhancer, is crucial in building a community for the better. This includes development through community empowerment programs or training to improve human and natural resources or local potential in a community. In Indonesia itself, non-formal education has been implemented as a support for education, non-formal education as stated in Article 1 number 12 of Law Number 20 of 2003 is an educational path outside formal education which can be implemented in a structured and tiered manner. As for examples of types of non-formal education in Indonesia, namely:

1)Pre-School

Before entering school, children can study in non-formal institutions such as study groups (playgroups) or child care centers (daycare).

Institutions that are initiated usually have a curriculum and teaching staff to educate toddlers so they are better prepared for the future school years.

2)Course

Courses are available from preschool to adult levels. The fields of knowledge and skills taught can be very diverse. Generally, course institutions offer programs at various levels. However, participants may join at any time and choose any level that they feel is suitable for them.

According to Manzon and Areepattamannil, the phenomenon of private supplementary tutoring, also widely known as shadow education or courses, is not only spreading globally, but is also gaining the attention of international scholarship[17]. According to this expert, courses are one part of non-formal education that is very active in the education sector, as evidenced by the opening of many courses globally.

3)Studio

A studio is defined as a location where a community develops,   practices, and learns specific skills. The majority of studios host local   artistic and cultural events. On the other hand, martial arts studios, study   studios, and the like are frequently found.

4)Community Education Resource Centers

Institutions known as Community Learning Activity Centers are   owned and run by the local community; these may be foundations or organizations. Every Community Learning Activity Center offers a   different range of education. A few Community Learning Activity Centers   offer homeschooling curriculum and legal status. There are also people   who provide training for particular vocations.

2.Teaching strategies

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[17] Maria Manzon & Shaljan Areepattamannil (2014) Shadow education*s*: mapping the global discourse, Asia Pacific Journal of Education, 34:4, 389-402

a. Definition

Generally, strategy is employed to successfully accomplish a goal. This implies that using a strategy is essential to achieving goals. A strategy, as defined by Hamruni, strategy is defined as a plan, method, or series of activities designed to achieve certain educational goals[18]. This implies that a teacher needs to prepare ahead of time for a lesson; it's part of their teaching strategy. To help educators accomplish their objectives. Eka Apriani states that the crucial elements of teaching and learning process are teaching strategy and management classroom of the teacher.[19]

A teacher's ability to use good strategies will help the learning process, according to Cole, that it is the teachers" role to provide

effective plans or strategies in accomplishing students" educational needs, whose general purpose is to communicate using the language learning.[20] From the statement above Creative teaching strategies are advantageous as they foster a more stimulating learning atmosphere. These strategies can aid students in developing a deeper comprehension of the subject matter by offering multiple avenues for interaction with the material.

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[18] Hamruni. 2009. Fun Active Learning Strategies and Models. Yogyakarta: Tarbiyah Faculty of UIN Sunan Kalijaga.

[19] Apriani, E. (2017) "Utilizing preservice English teachers strategies and classroom management at Junior High School in Rejang Lebong Regency *ENGLISH FRANCA*: Academic Journal of Language and Education, 1(2 December), 149-194

[20] Cole, R. W. (2008). Educating everybody's children: Diverse teaching strategies for diverse learners. ASCD.

b.Language teaching strategies

a.Definition

Language teaching can be successful if there is sufficient knowledge adequate to the characteristics and behavior of learners. In teaching and learning process, there are always students who do well and students who are less successful. Matter this is caused by various factors, one of which is people's learning methods or strategies who studied it. In this case, According to Stone and Morris in Isaac, teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies. Isaac also explains that teaching strategies are the behavior of the teacher which he/she manifests in the class, the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learned responses, increasing the responses by extra activities.[21]

b.Types

Teaching strategies have several properties. Stated 10 types of teaching strategies originating from Stern, planned, active, empathic, formal, experimental, semantic, training, communicative, monitoring and understanding.[22] Combining it appears that a large portion of the

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[21] Issac, Jerin C. Methods and Strategies of Teaching: An Overview. (Pondicherry University Press.2010). P.4

[22] Stern, H.H. (1983). Fundamental Concepts of Language Teaching. 7 th Impression. Oxford: Oxford University Press.

teaching and learning process is covered by this. But as Stern himself noted, these kinds of tactics are still provisional and need verification and adjustment. This research will group parts of the types of teaching strategies:

a)Expository

A study conducted by Slater, Graves, and PichC, supports the importance of a schema for exposition[23]. based on the above statement expository teaching strategies is a strategy carried out with a process delivery of material verbally by the teacher towards students with the aim of making students can master the learning material effectively optimal. Expository learning strategies often called learning strategies direct (Direct instructions), because strategy. This learning is done by the teacher provide material directly to students and the teacher processes the material and then the students required to understand the material.

b)Contextual

Contextual teaching strategies is a teaching strategy relate learning material to real world, so that students can apply the lesson material inward everyday life. According to Alioon & Delialioglu, authentic contextual learning (ACL) which integrates authentic learning activity in real-life settings, has been widely

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[23] Slater, W. H., Graves, M. F., & Piche, G. L. (1985). Effects of structural organizers on ninthgrade students' comprehension and recall of four patterns of expository text. Reading Research Quarterly, 20, 189-202

implemented to provide meaningful learning experience.[24] In this strategy Teachers are assigned to provide convenience towards their students and provide adequate infrastructure to his students.

c)Inquiry

The inquiry teaching strategy is a strategy that emphasizes process seek and find. Teachers don't provide learning materials directly, but the teacher only acts as facilitator and student guide for Study. According to Deakin Crick one‟s own subjectivity and the „learning power profiles‟ generated by the Effective Lifelong Learning Inventory.[25] The student's role is to look for and Find your own study material. Learning series from this strategy is an observation in effort to understand a concept and process critical thinking and analysis looking for and determine your own answers to problems which is in question.

d)Memory

Memory teaching strategies are used by teacher for learners by utilizing previous knowledge and learning experience. This teaching strategy involves a lot memory and learning processes that use memory. According to O'Malley and Chamot ,vocabulary memorization strategies, 'memory strategies' involving deep

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[24] Alioon, Y., & Delialioglu, O. (2019). The effect of authentic m-learning activities on student engagement and motivation. British Journal of Educational Technology, 50(2), 655–668. https://doi.org/10.1111/bjet.12559

[25] Crick, Ruth Deakin, Patricia Broadfoot, and Guy Claxton. "Developing an effective lifelong learning inventory: The ELLI project." Assessment in Education: Principles, Policy & Practice 11.3 (2004): 247-272.

semantic processing of target word have shown to be more effective than memorization techniques involving shallow processing such as oral rote repetition.[26] From the statement above, this teaching strategy is to repeat previous lessons. Likewise, if students use body movements to help understand, then they are practicing memory teaching strategies.

e) Affective

Affective learning strategies concerns a person's consciousness that grows from within the person. According to Guthrie and Wigfield, social and affective factors such as motivation, self-efficacy, and home and school backgrounds promote or hinder students" engagement in the reading of texts.[27] From the statement above ability to relate affective attitudes with interests and attitudes such as cooperation, Responsibility, Discipline, Commitment, Honesty, Self-confidence, Respect people's opinions others and the ability to control oneself. Educators in this method must pay attention to the affective characteristics of participant"s students, so that learning outcomes can be achieved optimal.

f) Cooperative

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[26] O"malley JM, Chamot AU (1990). Learning strategies in second language acquisition. Cambridge: Cambridge University Press.

[27] Guthrie, J.T., and A. Wigfield. 2000. Engagement and motivation in reading. In Reading research handbook. Vol. 3, ed. M.L. Kamil, P.B. Mosenthal, P.D. Pearson, and R. Barr, 403–424. Mahwah, NJ: Erlbaum.

Cooperative teaching strategies is a general term for a set of strategies teaching that is designed or created to educate students in groups and interactions between students (J Hidayah, R Morganna, 2019) the goal of cooperative learning strategy was to lead students to be more confident and to work collaboratively[28].

From Tolmie, cooperative learning has positive effects on students" social learning and their peer relationships[29]. Based on these empirical findings, implementing cooperative learning in class is advisable for teachers. Strategy cooperative learning has three Learning objectives are teaching outcomes academic, Acceptance of diversity and development of social skills.

3.Language Teaching Challenges

a.Challenges

As teacher educators, are facing many challenges as a result of globalization, rapidly developing technology, increased mobility and migration, the advancement of the knowledge society and economy. The world in which today"s students live requires from the education to create the conditions for preparing young people for rapid social and

economic change, for jobs, technologies, and social issues that don"t yet exist. According to Hammond and Lieberman, These demands

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[28]Hidayah, Jumatul, and Ruly Morganna. "Fulfilling the needs of diverse students: teaching strategies for EFL inclusive classrooms." *Suar Betang* 14.2 (2019): 183-195.

[29] Tolmie, A. K., K. J. Topping, D. Christie, C. Donaldson, C. Howe, E. Jessiman, . . . A. Thurston. 2010. "Social Effects of Collaborative Learning in Primary School." Learning and Instruction 20: 177–191.

imply the need to rethink teacher education programmers to help pre-service and in-service teachers develop their knowledge, skills, and attitudes to meet and overcome the challenges they encounter in their classrooms and schools.[30] From this it can be concluded that teaching English requires the professionalism of a teacher in teaching. Here, one of the biggest supporting factors is using good teaching strategies, they will face:

a)Students" motivation to learn

The English teachers focused their attention on the

students" motivation. They strongly emphasized that students" motivation to learn constitutes the backbone of the learning process.

b)Students" emotional inhibitions

Teachers shared the perception that teaching English at schools is very specific because foreign language teachers not only have to choose appropriate teaching methods in accordance with the policy of the school they work in, but they also must reflect their own beliefs about teaching, as well as

accommodating the students" individual differences and personal contexts.

Students' unstable emotions can affect them in the learning process (E Apriani, S Anshori, S Edy, 2019) Emotional states

[30] Darling-Hammond, L. 2017. "Teacher Education around the World: What Can We Learn from International Practice?" European Journal of Teacher Education 40 (3): 291–309.

influence a person's behavior, a person's feelings can influence how a person receives, reacts and remember[31].

c) Mixed ability

Teaching students of mixed levels of abilities is a real and genuine problem that teachers face, one that also needs serious attention from professionals. According to Rose, one of the factors that made the above situation a real challenge is the fact that there were many bands of abilities and that the students were very widely distributed along the line some being at the very top-upper intermediate and some at the very bottom-elementary whilst others were widely distributed between these two extremes[32]. From what the experts have said above, it can be concluded that differences between one student and another will be a challenge for teachers in implementing teaching strategies.

d) Use of mother tongue

This challenge is that only English should be spoken in an English lesson by making allowances for the employment of the mother tongue during lessons. Teachers usually compromises and makes allowances for them to employ their mother tongue when completing group or pair tasks. This does not mean that

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[31]Apriani, Eka, Sakut Anshori, and Sarwo Edy. "Efektivitas English zone dalam meningkatkan kemampuan berbicara bahasa Inggris mahasiswa di Iain Curup." *Jurnal Kependidikandan Kemasyarakatan* (2019).

[32] Rose, J. (1997). Mixed ability: An „inclusive" classroom. English Teaching Professional, 3, 3-5.

they are to conduct all of their group work or discussions in mother tongue. Encouraging students to use English more often is a teacher's challenge which must be a reference in order to develop good English learning potential. From L Noviyenty, 2016. English language which is as a foreign language in Indonesia has more complex rules than Bahasa Indonesia as native language. Teachers can use the differences as comparison to simplify the explanation of the lesson.[33]

e) Expectations of Teacher-Centeredness

The third challenge is students" expectations of teacher-centeredness in the classroom. These expectations could lead to many difficulties being faced in the classroom as there are many different aspects of teacher-centeredness and teachers could, in fact, be faced with one or more than one aspect of teacher-centeredness at any particular given time. According to Aida, Things such the teacher having complete control over all that is done in the classroom – a totalitarian view of control, the teacher is the source of all knowledge – the teacher is there to provide knowledge and the students are there simply to accept.[34] From what has been explained above, this challenge

[33]Noviyenty, L. (2016). Teaching English reading ability for second/Foreign language learners. *Indonesian Journal of Integrated English Language Teaching*, *3*(1), 166-184.

[34] Kabilan, Muhammad Kamarul, and Raja Ida Raja Izzaham. "Challenges Faced and the Strategies Adopted by a Malaysian English Language Teacher during Teaching Practice." *English Language Teaching* 1.1 (2008): 87-95.

regarding focus can affect the learning process where students will be more monotonous when learning and teachers cannot be more flexible when teaching, so the teaching process will feel boring and ineffective.

b.Solutions

Chung, insists that, in identifying and evaluating the context of the problem or deficiency and establish developmental goals or standards and the personal strengths and resources of the student-teacher may be used to improve plans for teaching.[35] The expert statement above reveals that a teacher must have the ability to design

or create teaching strategies for the challenges, success and „failure‟ are due to her naïve beliefs about learning and teaching that were or were not integrated with theoretically informed belief.

This is reinforced by a statement by Beattie, the significance of interconnectedness of theory and practice in any facet of initial teacher education, including teaching practice.[36] A teacher's ability to identify the problems faced can be a reference for using appropriate teaching strategies which will improve the English teaching and learning process.

[35] Chung, J. (2002). Developing teaching strategies through quality feedback. Paper presented at the European Conference on Educational Research, University of Lisbon, Lisbon, September 11-14.

[36] Beattie, M. (1997). Fostering reflective practice in teacher education. Asia-Pasific Journal of Teacher Education, 25(2), 111-128.

In this section suggest some guiding principles for teaching language strategies, describe an instructional framework which language teachers have found useful, according to Chamot, provide examples of learning strategies activities that have been field-tested in foreign language classrooms.[37] From what the expert said above, there are several examples of teaching strategy activities:

1). Build on strategies students already use by finding out their current strategies and making students aware of the range of strategies used by their classmates.

2). Integrate strategy instruction with regular lessons, rather than teaching the strategies separately from language learning activities.

3). be explicit name the strategy, tell students why and how it will help them, and when to use it.

4). Provide choice by letting students decide which strategies work best for them.

5). Plan continuous instruction in language learning strategies throughout the course.

6). and use the target language as much as possible for strategies instruction.

B.Review of related studies

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[37] Chamot, Anna Uhl. "Teaching Learning Strategies to Language Students." (1998).

There are several studies and journals related to this research, namely first by ERSA NUR ARODJIAH in 2020 with research entitled, the Strategies Used by English Teachers in Teaching Speaking. The objectives of this research were (1) to identify how the strategies are used by English teachers in teaching speaking; and (2) to find out the problems faced by the English teachers in applying strategy to teach speaking. The design of this research is a descriptive qualitative research. The subjects of this research are English teacher who teach in seventh and eighth grades of SMP Negeri 23 Surakarta. This research analyzes about students tend to have problems with limited vocabulary, pronunciation accuracy, self-confidence, and others. That happens because of many factors, one of which is the teacher's strategy and the teacher's strategy has a lot of influence on students' talk.

The first difference in the issue is about the context where the research focuses on one of the basic skills, namely speaking, while this research is general about teaching strategies. The second difference is that the research takes formal education as an object where the subject is school students, while in this research the subject is course students, in the context of non-formal education, while the similarity between these two studies is regarding the analysis of the teaching strategies applied by teachers to their students, and the same method, namely qualitative.

One of the studies that focuses its topic on strategies in non-formal education is research from Nisrina Nurkhanifah in 2020 entitled An

Analysis of Teacher"s Metacognitive Strategies Application in Teaching English at Non-Formal Learning Community. In general, this research It focused on activities in the school, which the researcher analyzed teachers" metacognitive strategies. In this study, role of the researcher was as an investigator and interviewer. The subject of this research is the English teacher and students at PKBM Cahya Mulya Taman Pemalang. The similarity that is very visible from this research is that both study the strategies used by teachers and are also related to the same object of non-formal education, but this research also has differences in the research subject and also the strategies used. This difference is very visible because it uses metacognitive strategies, whereas this research examines teaching strategies in general and more broadly and the differences in terms of the subject of this research take the course as the research subject.

The next related research is from the journal entitled, Challenges and Strategies Used by English Teachers in Teaching English Language Skills to Young Learners, by Oktavia, D., Mukminin, A., Marzulina, L., Harto, K., Erlina, D., & Holandyah, M. (2022) This study was conducted to investigate the challenges encountered by English teachers in teaching English language skills to young learners, with viewing context Teachers need to encourage young learners" motivation in learning process. Many things should be considered so that the teaching can run well. Young learners are sometimes motivated in learning, but they are sometimes

demotivated. Young learners only learn when they want to learn, and they will not learn if they do not want to learn.

This study was done through the qualitative research with a demographic questionnaire and depth interviews as the data collection methods. The demographic questionnaire was analyzed descriptively and the data of interview. There were four teachers from three different schools who participated in this study. Findings of this study identified

two main themes related to the challenges and the teachers‟ strategies in teaching English language skills to young learners.

This research is related to this journal, namely that it has similarities in the form of qualitative research methods and also the context in the form of a teacher's challenges in implementing good teaching strategies, while the difference lies in the research subject where in the journal it only focuses on young learners, whereas this research is more flexible in age and school level, apart from that, this research will focus on non-formal education as the subject.

CHAPTER III

RESEARCH METHODOLOGY

The third chapter in this study discusses the research methodology. It contains design of the research, subject of the research, technique of collecting data, research instrument, and the technique of analyzing.

A. Research Design

In the research, the present researcher proposes the qualitative method. According byCreswell, the qualitative research is a worldwide, the using of a theoretical lens and the study of research problems the meaning individual"s groups that are considered to come from a social or human problem in investigating.[38]From what was conveyed by the expert above, it can be concluded that qualitative research is a method for investigating and comprehending the significance that individuals or groups ascribe to a social or human problem. The research process includes developing questions and procedures, data collection in the participant's environment, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the data's meaning.

Hamdi & Baharuddin, explain that qualitative research is the research that can explain and analyze the phenomenon and social activity individually or in groups.[39] Research that is qualitative is inductive. The

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[38] Creswell, J. W. 2007. Qualitative Inquiry and Research Design: Choosing among Five Approaches (2nd ed). CA: Sage.
[39] Hamdi, & Baharuddin. (2014). Metode Penelitian Kuantitatif, Aplikasi Dalam Pendidikan. CV Budi Utama.

information would be gathered through in-depth research, detailed descriptions, and interviews.

This research used a descriptive qualitative design. It focused on activities at ESCO Rejang Lebong, which the researcher analyzed strategies used by ESCO teachers. Researcher did not provide treatment to the respondent, but she only investigated the teachers" strategies in teaching English. Therefore, it was delivered descriptively.

B.The Subject of the Research

Creswell said, the subject is someone or something that hits the wish to obtain.40 From statement above research subject is someone who takes part in research. To help answer the research question, information or data is gathered from or about the individual. Purposive sampling was the selection of research participants or subjects based on some criteria.41 Purposive sampling is a technique for sampling data sources with specific considerations, such as the person being thought to know the most about what we expect.As research subjects, researchers will involve two teachers who teach beginner level, containing eighteen students in one class.

In this research there are two tutors in ESCO course, and there are 18 students in the beginner class. And also In this study, the researcher involved several criteria for the subject, the first was the course institution

40 Creswell, John W., and J. David Creswell. *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications, 2017.
41 Ibid., p. 214

was in Rejang Lebong, the second course chosen was an English course, the third was the course institution available for several levels of education, and the last criterion was that the course institution had a curriculum, syllabus, and own teaching media.

In Rejang Lebong there was only one course institution who has all of the criteria, that was ESCO (English Community). So, the researcher choose ESCO as the subject of the research.

C.Technique of Data Collection

The researcher's role in this study was that of an investigator and interviewer. The first stage involved the researcher conducting an interview with an English teacher, and the second stage involves the researchers conducting observations in beginner level classes.

1.Interview

According to Arikunto, interview is also called as the dialogue done by the interviewer and interviewee.[42] In this study, the researcher use guideline interview type, the researcher also used interview sources from teachers to obtain complete and credible data on what strategies are used and what challenges are encountered when teaching beginner classes at ESCO, apart from that, how to deal with challenges.

The researcher conducted interviews with English teachers. The researcher prepared some interview questions, which were answered

[42] Arikunto, Suharsimi. "Metode peneltian." *Jakarta: Rineka Cipta* 173 (2010).

by a teacher who teaches beginner level classes at ESCO. This study was conducted on 6-7 May 2024. The interview has been be conducted to find out strategies used when teaching in class. On the other hand, this interview has been aim to find out the challenges when teaching in class and the teacher's ways of solving these challenges.

2.Observation

According to Ary, et. al, observation is the basic method to complete description of behavior in specific natural setting of occurrence or duration of observed behaviors.[43] In this research, the researcher used non-participant observation to get the data because the researcher only observes the classroom activity without entering the field of study in the class. Non-participant observation is suitable because the researcher could observe all of the sections of teaching and learning activity. This observation aims to investigate the strategies used by teacher while teaching English in ESCO Rejang Lebong, how the teacher implements those efforts while in the class, and to know the class condition directly. In observation method, the researcher uses some instruments to support, such as field note, check list, questionnaire, and audio recorder. In this observation, the researcher used observation checklist (see Appendix II) as the instruments.

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[43] Ary, et al. 2010. 2006. Introduction to Research in Education. Wadsworth: Cengage Learning.P.78

D. Instrument of Research

1. Interview Guideline

The researcher used interview guidance as the research instrument in this study. The interview items were created by the researcher based on the indicators of the main theory's blueprint. Written questions were used as interview items. Expert validation was used to validate the interview. As expert validation, the researcher chose other lecturers at IAIN Curup. The researcher conducted the interview in order to obtain comments and feedback on the interview. The researcher then revised the interview instrument and some points that needed to be revised. The interview guide was created by the researcher based on the indicators of the main theories. This interview will ask four teachers who teach in each beginner level class at ESCO Rejang Lebong. These four teachers has been asked directly about the use of strategies in the classroom. Apart from that, the researcher has asked about the challenges faced when teaching beginner classes at ESCO and also what solutions were implemented to solve these challenges.

In this interview, the researcher asked the English teacher several questions guided by the blueprint, such as:

Table 3.1

Interview Blueprint of Teachers' Strategies in Teaching English at ESCO

Rejang Lebong

No	Aspect	Indicators	Questions
1	**Language teaching strategies** (Stern, 1983; Slater, Graves, & Piche, 1985; Alioon & Delialioglu, 2019; Crick et al., 2004; O‟malley & Chamot, 1990; Guthrie & Wigfield, 2000; Tolmie et al., 2010).	1)Expository	1.How do you deliver teaching material verbally to ensure students understand it effectively? 2.Can you describe a typical session where you use direct instruction to teach?
		2)Contextual	3.How do you integrate real-life situations into your lessons? 4.Can you give an example of how you use everyday life materials to enhance learning?
		3)Inquiry	5.How do you facilitate students' exploration and discovery in learning? 6.Can you provide an example of a lesson where students are encouraged to find their own answers?
		4)Memory	7.What strategies do you use to help students utilize their previous knowledge in learning new content? 8.How do you employ memory strategies to enhance vocabulary acquisition?
		5)Affective	9.How do you address social and emotional factors in your teaching to enhance student engagement? 10.Can you share how you foster

No	Aspect	Indicators	Questions
			affective traits like responsibility or self-confidence in your classroom?
		6)Cooperative	11.How do you implement cooperative learning in your classroom? 12.What strategies do you use to ensure all students, regardless of diversity, are included and active in group activities?

Table 3.5

Interview Blueprint of the Challenges Faced by English Teachers in Applying Teaching Strategies at ESCO Rejang Lebong

No	Aspect	Indicators	Questions
1	**Language teaching challenges** (Darling-Hammond, 2017; Rose, 1997; Kamarul & Izzaham, 2008).	1)Students" motivation to learn	1.Can you describe any challenges related to student motivation that you have encountered? 2.What factors typically influence student motivation in your experience?
		2)Students" emotional inhibitions	3.In your teaching, how prevalent are emotional inhibitions among students, and what influence do they have on learning English? 4.Could you share examples of emotional challenges that your students face?

No	Aspect	Indicators	Questions
		3)Mixed ability	5.What challenges do you face with mixed ability levels within your classes? 6.How does teaching students with diverse abilities influence your classroom dynamics?
		4)Use of mother tongue	7.How often do students use their mother tongue in English lessons, and what challenges does this pose? 8.Could you explain the influence of mother tongue use on teaching English in your classroom?
		5)Expectations of teacher-centeredness	9.How do your students' expectations of a teacher-centered approach influence your teaching? 10.What are the challenges of meeting or adjusting to these expectations in your teaching practice?

Table 3.6

Interview Blueprint of Teachers' Solutions to Overcome Challenges in

Applying Teaching Strategies at ESCO Rejang Lebong

No	Aspect	Indicators	Questions
1	**Solutions to overcome challenges in applying teaching strategies** (Chung, 2002; Beattie, 1997; Chamot, 1998).	1)Build on existing strategies	1.Can you share an instance where you discovered and utilized a strategy a student already used, and how it helped overcome a challenge in learning? 2.How do you involve students in identifying and understanding the variety of strategies their peers use, and what influence has this had on their learning?
		2)Integrate strategies with lessons	3.Can you provide an example of how integrating strategy instruction with regular language lessons helped address a specific learning challenge? 4.What are some advantages you have observed from integrating these strategies into language learning activities?
		3)Explicit strategy instruction	5.How do you explain learning strategies to ensure students understand their use? 6.Can you describe a specific instance where this explicit instruction helped a student overcome a learning challenge?
		4)Provide strategic choices	7.How do you facilitate student choice in strategy selection? And can you share an example

No	Aspect	Indicators	Questions
			where allowing choice led to a significant improvement in a student's learning experience?
		5)Continuous learning plan	8.What strategies do you use to ensure continuous learning plan, and can you provide an example of how this has helped students overcome ongoing challenges?
		6)Use of target language in strategy instruction	9.How frequently do you use the target language in teaching strategies, and what are the observable influences on students' engagement and comprehension?

2.Observation Checklist

An observation checklist is a list of things that an observer will notice while conducting research. It is stated elsewhere in the general description of the instrument that the list of respondents' suitability in filling out the questionnaire simply needs to be ticked (✓). According to this definition, a closed questionnaire can be classified as a checklist. For the match list, the researcher intends to summarize the presentation of the questions that the respondent provided.

The researcher marks each subject observed with a check mark (✓). When the observer obtains indicators in teaching strategies used by English teacher at ESCO, the checklist is provided. Some indicators have a number of sub-indicators that can be used to evaluate research

items. The interview guides were created by the researchers based on indicators of the main theories.

These observation checklists and interview guide were used to answer research first question about strategies used by teachers in teaching English at ESCO Rejang Lebong, second question challenges faced by the English teachers, and third question about overcome the challenges teachers face when implementing teaching strategies at ESCO Rejang Lebong.

Table 3.7

Observation Checklist Blueprint of Teachers' Strategies in Teaching English

at ESCO Rejang Lebong

No	Aspect	Indicators	Items	Yes	No	Notes
1	**Language teaching strategies** (Stern, 1983; Slater, Graves, & Piche, 1985; Alioon & Delialioglu, 2019; Crick et al., 2004; O"malley & Chamot, 1990; Guthrie & Wigfield, 2000; Tolmie et al., 2010).	1)Expository	1.The teacher delivers material verbally in a structured way. 2.The teacher provides direct instructions and students are expected to understand the material as presented			
		2)Contextual	3.The teacher connects lesson materials to real-life applications. 4.The teacher provides examples from everyday life to enhance understanding .			
		3)Inquiry	5.The teacher acts as a facilitator, guiding students to explore and find materials			

No	Aspect	Indicators	Items	Yes	No	Notes
			by themselves. 6.Students are encouraged to ask questions and engage in discovery-based learning.			
		4)Memory	7.The teacher uses techniques like repetition and association to support vocabulary retention. 8.Previous lessons are reviewed to reinforce learning and utilize prior knowledge.			
		5)Affective	9.The teacher addresses students' social and emotional factors that can impact learning process. 10.The teacher fosters motivation and engagement			

No	Aspect	Indicators	Items	Yes	No	Notes
			through personal connection and relevance.			
		6)Cooperative	11.The teacher promotes group work and collaborative learning activities. 12.Diversity among students is acknowledged and valued in classroom interactions.			

Observation Checklist Blueprint of the Challenges Faced by English

Teachers in Applying Teaching Strategies at ESCO Rejang Lebong

No	Aspect	Indicators	Items	Yes	No	Notes
1	**Language teaching challenges** (Darling-Hammond, 2017; Rose, 1997; Kamarul & Izzaham, 2008).	1)Students" motivation to learn	1.Teacher struggles to engage students during transitions between activities. 2.Teacher faces challenges in initiating enthusiasm for new topics or tasks.			
		2)Students" emotional inhibitions	3.Teacher encounters challenges in			

No	Aspect	Indicators	Items	Yes	No	Notes
			managing classroom dynamics due to varied emotional responses from students.			
			4.Teacher attempts to engage shy or withdrawn students are met with limited success.			
		3)Mixed ability	5.Teacher finds it challenging to provide instructions that can cover all students" ability levels.			
			6.Teacher has challenges in delivering content that keeps all students engaged regardless of their ability levels.			
		4)Use of mother tongue	7.Teacher frequently intervenes to redirect students from			

No	Aspect	Indicators	Items	Yes	No	Notes
			mother tongue to English during class discussions.			
			8. Teacher demonstrates challenges in encouraging consistent use of English in collaborative settings.			
		5) Expectations of teacher-centeredness	9. Teacher encounters student expectations for a teacher-centered approach, influencing interactive or group activities.			
			10. Teacher struggles with balancing authoritative teaching style with facilitating student-centered learning.			

Observation Checklist Blueprint of Teachers' Solutions to Overcome Challenges in Applying Teaching Strategies at ESCO Rejang Lebong

No	Aspect	Indicators	Items	Yes	No	Notes
1	**Solutions to overcome challenges in applying teaching strategies** (Chung, 2002; Beattie, 1997; Chamot, 1998).	1)Build on existing strategies	1.The teacher identifies learning strategies already used by students 2.The teacher facilitates discussions about the variety of learning strategies employed by classmates			
		2)Integrate strategies with lessons	3.The teacher incorporates teaching strategies seamlessly into regular language lessons			
		3)Explicit strategy instruction	4.The teacher clearly names each teaching strategy used 5.The teacher explains the benefits and applications of each teaching strategy			

No	Aspect	Indicators	Items	Yes	No	Notes
		4)Provide strategic choices	6.The teacher presents multiple teaching strategies and allows students to choose			
		5)Continuous learning plan	7.The teacher consistently integrates teaching strategies into the course activities			
		6)Use of target language in strategy instruction	8.The teacher primarily uses the target language when instructing teaching strategies			

E.Technique of Data Analysis

Data analysis was the systematic process of arranging data. So, the data could be understood by the reader Methods for analysis of data were used to process all the data. [44] The methods of data analysis are divided into four points, there are:

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[44] Mattew B Miles, A. Michael Huberman, Johnny Saldana, *Qualitative Data Analysis*, (United States of Amerika: SAGE publications, 2020) p. 31

1. Data Collection

The next step is to analyze the data that has been collected. Researchers coded each data set to make classification easier. The transcription of the interview is the first step. The second step is for researchers to categorize data based on the dimensions of the research question. There are three main points: (1) language teaching strategies, (2) challenges when teaching, and (3) how beginner level class teachers at ESCO Rejang Lebong overcome challenges.

2.Data Reduction

Data reduction is the process of selecting, simplifying, abstracting, and transforming data that approaches the whole part from written field notes, interview transcripts, documents, and other empirical materials. Data reduction was the process of selecting, focusing, simplifying, abstracting, and changing field notes, interview transcripts, documents, and other empirical material (findings).

3.Data Display

A stage of qualitative data analysis techniques included data display or data presentation. Data presentation is an activity in which a set of data is organized in a systematic and easy-to-understand manner, allowing for conclusion. Qualitative data can be presented in the form of narrative text (in the form of field notes), matrices, graphs, networks, or charts. The data was organized and arranged in a   relationship pattern by presenting it, making it easier to understand.

Data displays described the actual situation that occurred, which could aid the researcher in reaching a final data conclusion. Displaying data means that the researcher shows all of the data or only a subset of the data that is relevant to this study. Data is displayed in an understandable manner. The data displayed in this study were obtained through interviews, observation, and documentation. Displaying data, like the process of reducing data, was based on the formulation of

research problems. The researcher then provided additional information. The researcher served the data that she obtained from the sources in order to facilitate the researcher's conclusion.

4. Verification / Conclusion Drawing

The researcher verifies the data obtained in the Verification / Conclusion Drawing. The researcher came to a conclusion and verified the information gathered. The data would be used and verified in the data conclusion. As a result, it would create simple and clear data that the researcher could easily understand.

The preliminary conclusions were still tentative and are likely to change if no supporting evidence was discovered during the next data collection stage. However, if the early conclusions were supported by valid evidence, the resulting conclusions were credible. Verification is intended to make the assessment of the data's suitability with the intent contained in the analysis's basic concept more precise and objective. Peer debriefing is one method for accomplishing this.

CHAPTER IV

FINDING AND DISCUSSION

This section substantiates the noted observations and discussions by thoroughly analyzing the data collected through observation checklists and interview protocols. The data acquired from both tools corroborates and reinforces the research findings.

A.Finding of the research

The source of data in this research is the teachers of the course institues namely ESCO (English Student Community). To collect the data from the teachers, the researcher used interview as the instruments for answering the research questions. To understand the research easily it is describe on the variable. There are two variables in this research that are teaching strategies and non-formal education. The researcher conducted the interview and observation to know the teachers strategies in teaching students in course. In this finding, the researcher has described all of the research questions. First described is the strategies used by teachers in teaching English at ESCO Rejang Lebong, then the challenges faced by the English teachers in applying teaching strategies at ESCO Rejang Lebong, and the last is the challenges teachers face when implementing teaching strategies at ESCO Rejang Lebong.

1.Strategies used by teachers in teaching English in ESCO Rejang Lebong.

In this segment, the researcher engaged in interviews and doing observation with teachers to address the research set of questions concerning the process of Teachers Strategies in teaching English at ESCO Rejang Lebong. The interviews with teachers took place on May 6-7, 2024. The researcher conducted an interview with two English teachers. The finding of the interview could be seen on the table below:

Table 4.1. The Interview Results of Teachers Strategies in teaching English at ESCO Rejang Lebong.

Item of Teachers' strategies	Teacher 1	Teacher 2
Expository	*Provide instructions that are clear, not complicated, easy to undersand, don't make them bored, and provied the explanations in bahasa if theu don't undertand*	*I give the explanation about the material first, then I give them some examples. I tried to explained clearly.*
Contextual	*Provide explanations using media, such as audio. Using audio then reapeating a detailed explanation, then giving instruction to studens to repeat,*	*As a teacher I often give them some randomly questions, and they wre happy to answers it.*

Inquiry	*Provide explanations to students about things arround them, for example something in the class, or maybe about food, or the teacher also give them some questions about real life*	*For the facilitation, I was using the media for the explanation during teaching. Because it make easyly to understand.*
Memory	*Here are the teachers give them audio visual or video, then they work together to discuse about that, then give them questions and they shoud answers it.*	*I gave them a wuestion about what have their learn last week, to know that how far they rememmber about the material that they have learned.*
Affective	*Create a supportive atmosphere, to create a supportive atmosphere, my students sit in a cicle, so we can see everyone. Then give the students the opportunity to practice,*	*Share life experiences, when possible, I try to share experiences from my lofe that are related to what we are discussing.*
Cooperative	*We make a combination for each groups, for example knowing from the level of the student, because each student has different charactheristic. And the teacher have to know the potention for each students.*	*With a good explanation, I alwasy make a group for each students, for what to know how's the students level.*

a)Expository.

Based on the interview findings, it was determined that the teachers strategies in teaching in ESCO course. From the interview the researcher found that the strategies used by the teacher to deliver the material to students to understand easyly was give the clear instruction, make them comfortable, don"t amke them feel bored, which:

Teacher 1:*Provide instructions that are clear, not complicated, easy to undersand, don't make them bored, and provied the explanations in bahasa if theu don't undertand.*

> **Teacher 2:***I give the explanation about the material first, then I give them some examples. I tried to explain clearly.*

b)Contextual.

Based on the interview data, the researcher discovered that implementing modelling reading tactics, such as think-aloud and shared reading experiences, through reading exercises, aims to increase student engagement. Furthermore, this approach is acknowledged for its ability to effectively evaluate students and enhance their comprehension of the material. Additionally, granting students the flexibility to read fosters their creativity. This is further corroborated by the testimony of the teachers, wherein:

> **Teacher 1:***Provide explanations using media, such as audio. Using audio then repeating a detailed explanation, then giving instruction to student to repeat, do, and say it together.*
> **Teacher 2:***As a teacher I often give them some randomly questions, and they were happy to answers it.*

c)Inquiry.

Based on the interview, the researcher found that the strategies that used by theacher in teaching in inquiry indicators is teacher fasilitated the students by a things arround them, for example something in the class, then give them questions about that.

> **Teacher 1.** *Provide explanations to students about things arround them, for example something in the class, or maybe about food, or the teacher also give them some questions about real life.*
> **Teacher 2.***For the facilitation, I was using the media for the explanation during teaching. Because it make easyly to understand.*

d)Memory

Based on the interview, the researcher found that the strategies that used by teacher in teaching in memory indicators is thacher gives the material then for next week teacher will ask about the material proveusly, this is for knowing the memorizing the students, or how far they understand about the material.

> **Teacher 1.** *Here are the teachers give them audio visual or video, then they work together to discuse about that, then give them questions and they shoud answers it.*
> **Teacher 2.** *I gave them a wuestion about what have their learn last week, to know that how far they rememmber about the material that they have learned.*

e)Affective

Based on the interview, the researcher ask the teacher how to address social and emotional factors, the teacher address this factor by make a combination for each groups, for example

knowing from the level of the student, because each student has different charactheristic. And the teacher have to know the potention for each students.

> ***Teacher 1.*** *Create a supportive atmosphere, to create a supportive atmosphere, my students sit in a circle, so we can see everyone. Then give the students the opportunity to practice,*
> ***Teacher 2.*** *Share life experiences, when possible, I try to share experiences from my life that are related to what we are discussing.*

f)Cooperative

Researcher recently found that the initial step taken by teachers is to assess the students' proficiency level and their level of interest in the assigned English learning. Subsequently, observations were conducted to determine the most suitable content for the students. This observation is conducted by administering a straightforward assessment to the students. This allows for customisation of the offered material to suit your specific requirements. The teacher communicated this throughout the interview:

> **Teacher 1:***We make a combination for each groups, for example knowing from the level of the student, because each student has different charactheristic. And the teacher have to know the potention for each students.*
> **Teacher 2.** *With a good explanation, I alwasy make a group for each students, for what to know how's the students level.*

Based on the interview above, from the six strategies offered, it is proven that teachers at ESCO use all of these strategies, namely expository, contextual, inquiry, memory, affective and cooperative. These

results prove that the strategies used by teachers are varied and flexible because they can apply all existing strategies.

2.Challenges faced by the English teachers in applying teaching strategies at ESCO Rejang Lebong.

In this segment, the researcher engaged in interview and observation with teachers to confirm the research set of questions concerning. The challenges faced by the English teachers in applying teaching strategies at ESCO Rejang Lebong. The interview and Observation with teachers took place on 24th May, 2024.

Table 4.3. The Interview Results of Teachers challenges Strategies in applying teaching English at ESCO Rejang Lebong.

Item of Teachers' strateies	Teacher 1	Teacher 2
Students' motivation to learn	*Many students are afraid to learn English because they lack the ability to speak English well at school, some of them also take courses here because of pressure from their parents and quite a few of them lack motivation when taking lessons here. Some of the students here understand quickly and slowly.*	*Because they struggle to speak English well in class, many students are afraid to learn the language. Some of them also enroll in these courses due to parental pressure, and many of them lack motivation. Here are some students who pick things up both quickly and slowly.*
Students' emotional inhibitions	*You have to make them comfortable, give them motivation and give them appreciation. Sometimes the*	*That's your obligation to ensure their comfort, inspire them, and show them gratitude. Parental pressure can*

	influence of parental pressure, so as a teacher here you have to be able to make their feelings of pressure become comfortable and motivated to learn English.	*occasionally be a factor, so as the teacher here, you must be able to ease their pressure and inspire them to learn English.*
Mixed ability	*The challenge here is that the students are varied or at different levels, so, as teachers here, we make ability tests to determine their level. Sometimes within one level there are problems, for example the problem of fast and slow levels of understanding of a student's material.*	*Because the students are diverse or at different levels, it presents a challenge for us as teachers to assess each student's ability. Problems can occasionally arise within a single level, such as the issue of students' rapid and slow comprehension of the*
Use of mother tongue	*They use their mother tongue, so this is a challenge for all the teachers here to teach them to learn English more deeply. Students who still often use their mother tongue are usually beginner level students. It doesn't really matter if it's like that here because in Indonesia itself the position of English is as a foreign language.*	*Since they speak in their native tongue, it will be difficult for all of the teachers present to help them acquire English more thoroughly. Beginner level students are typically those who still speak in their mother tongue frequently. If that's the case, it doesn't really matter because English is regarded as a foreign language in Indonesia.*

Expectations of teacher-centeredness	*They really need guidance from teachers, because several things still make them confused, especially for beginner levels, the challenge is that teachers have to think about how to make them active and*	*Teachers must consider how to make their students feel comfortable and engaged, which presents a challenge because many things still baffle them, particularly at the beginner level.*

a.Students' motivation to learn

One part of enthusiasm for learning is motivation, for the motivation of children themselves is usually different and sometimes changes. The challenge that teachers have to overcome here is how to motivate students to be motivated to learn English with enthusiasm and teachers also have to maintain the students' motivation so that they remain enthusiastic in learning. Below the researcher has obtained answers from teachers about the challenges of motivating students

> *Teacher 1. Many students are afraid to learn English because they lack the ability to speak English well at school, some of them also take courses here because of pressure from their parents and quite a few of them lack motivation when taking lessons here. Some of the students here understand quickly and slowly.*

> *Teacher 2. Because they struggle to speak English well in class, many students are afraid to learn the language. Some of them also enroll in these courses due to parental pressure, and many of them*

lack motivation. Here are some students who pick things up both

quickly and slowly.

b.Students' emotional inhibitions

Several factors that influence student learning are emotional barriers, which are very influential here because they can make students no longer feel enthusiastic about learning. Almost all students usually experience these problems. Below the researcher has received answers from teachers regarding teacher challenges regarding emotional barriers.

> ***Teacher 1.*** *You have to make them comfortable, give them*
> *motivation and give them appreciation. Sometimes the influence of*
> *parental pressure, so as a teacher here you have to be able to make*
> *their feelings of pressure become comfortable and motivated to*
> *learn English.*
> ***Teacher 2.*** *That's your obligation to ensure their comfort, inspire*
> *them, and show them gratitude. Parental pressure can occasionally*
> *be a factor, so as the teacher here, you must be able to ease their*
> *pressure and inspire them to learn English.*

c.Mixed ability

Based on teaching experience, teachers are used to facing many problems, one of which is the problem of ability, the ability of each student varies, there are those who are fast in understanding, some are average or intermediate and there are also those who are slow to understand. So, here the

role of teachers as educators is to be able to face these problems. As the teacher has answered below regarding these challenges.

Teacher 1. The challenge here is that the students are varied or at different levels, so, as teachers here, we make ability tests to determine their level. Sometimes within one level there are problems, for example the problem of fast and slow levels of understanding of a student's material.

Teacher 2. Because the students are diverse or at different levels, it presents a challenge for us as teachers to assess each student's ability. Problems can occasionally arise within a single level, such as the issue of students' rapid and slow comprehension of the subject matter.

d.Use of mother's tongue

In fact, the position of English in Indonesia is as a foreign language, so for students who still use their mother tongue when communicating, English is a common thing that we find because English in Indonesia is not a second language, so we have provided answers from teachers regarding the challenges of mother tongue summarize below.

Teacher 1. They use their mother tongue, so this is a challenge for all the teachers here to teach them to learn English more deeply. Students who still often use their mother tongue are usually beginner level students. It doesn't really matter if it's like that here because in Indonesia itself the position of English is as a foreign

language.

> *Teacher 2. Since they speak in their native tongue, it will be difficult for all of the teachers present to help them acquire English more thoroughly. Beginner level students are typically those who still speak in their mother tongue frequently. If that's the case, it doesn't really matter because English is regarded as a foreign language in Indonesia.*

e.Expectations of teacher-centeredness

Each student does have different abilities from several different students, a teacher must be able to differentiate their levels, namely by adding additional tasks for those who understand quickly. So here the role of the teacher is as a center of hope for students. Because every student is different, a teacher must be the center of student expectations, both for students who understand quickly and students who understand slowly. As explained by the teacher in the interview.

> *Teacher 1. They really need guidance from teachers, because several things still make them confused, especially for beginner levels, the challenge is that teachers have to think about how to make them active and comfortable.*
>
> *Teacher 2. Teachers must consider how to make their students feel comfortable and engaged, which presents a challenge because many things still baffle them, particularly at the beginner level.*

Based on the results of interviews with teachers who teach at ESCO, there are five indicators of challenges faced by teachers (1) students' motivation to learn, (2) students' emotional inhibitions, (3) mixed abilities, (4) use of mother tongue, (5) expectations of teacher-centeredness. From the five indicators of challenges faced by teachers in conveying strategies in beginner ESCO classes, researchers can find out what challenges are usually faced when teaching in non-formal courses.

3.Solutions to overcome challenges in applying teaching strategies.

In this segment, the researcher engaged in interview and observation with teachers to confirm the research set of questions concerning. The Solutions to overcome challenges in applying teaching strategies in ESCO Rejang Lebong. The interview and Observation with teachers took place on 24th May, 2024.

Tabel 4.5. The solutions challenges faced by teachers when implementing teaching strategies at ESCO Rejang Lebong

Implementation	Teacher 1	Teacher 2
Build on existing strategies	*By using video, audiotorial, sometimes also using kinesthetic. And for those who are beginners, they cannot yet apply kinesthetic strategies.*	*Through audiovisual, video, and occasionally kinesthetic methods. Additionally, novices are not yet able to use kinesthetic strategies.*
Integrate strategies with lessons	*For beginners, they usually use video, audiotorial and visual. Sometimes the applications are combined and that is better.*	*They typically use visual, audiotorial, and video for novices. It is preferable when the applications are combined at times.*
Explicit strategy instruction	*As for that strategy, I don't really explain the strategy I use when teaching to students. The possibility that I explained is a method or rule of a strategy. For example, explaining the rules of roleplay.*	*Regarding that tactic, I don't really go into detail about it when I instruct students. The possibility I described is a tactic or guideline for a strategy. For instance, outlining the roleplaying guidelines.*
Provide strategic choices	*This one has not been implemented here due to limited learning time. It is likely that this will be implemented in the future*	*Due to a lack of learning time, this one has not been implemented here. This will probably be put into practice in the future.*
Continuous learning plan	*Using repetition, remembering what material they learned yesterday. And you can also ask them questions about what they learned or what they still remember about the material they studied before.*	*Repetition helps them retain the information they learnt the day before. Additionally, you can quiz them on their knowledge of or recollections of the previously studied material.*

Use of target language in strategy instruction	*We haven't used or implemented this here because it still can't be applied for beginners and maybe it will be applied at higher levels. Because in this case again English in Indonesia is a foreign language, not a second*	*This hasn't been used or implemented here because it's still too advanced for novices, though perhaps it will be at a higher level. Because, in this instance as well, English is not a second language but rather a foreign language in Indonesia.*

a.Build on existing strategies

To make students comfortable of course requires good effort and strategies so that children are active and comfortable when learning. One of the solutions or methods used is to use video, audiotorial and kinesthetic, as explained by the teacher below.

> *Teacher 1.By using video, audiotorial, sometimes also using kinesthetic. And for those who are beginners, they cannot yet apply kinesthetic strategies.*
>
> *Teacher 2. Through audiovisual, video, and occasionally kinesthetic methods. Additionally, novices are not yet able to use kinesthetic strategies.*

b.Integrate strategies with lessons

In its application, video, audio, visual and other media, of course, have differences that we have made, for example video and audiotorial, and kinesthetics usually cannot be used at the beginner level, because they don't

really understand. Unlike the top level, they sometimes use all of that. And it would be better if the application was used as answered by the teacher below.

> ***Teacher 1.****For beginners, they usually use video, audiotorial and visual. Sometimes the applications are combined and that is better.*
>
> ***Teacher 2.*** *They typically use visual, audiotorial, and video for novices. It is preferable when the applications are combined at times.*

c.Explicit strategy instruction

Usually what strategies researchers use are rarely explained to students because the most important thing is that they are comfortable and understand the material that will be presented and can answer when asked about the possibilities for some of the strategies. I only explain how to play, usually explained in the material, for example roleplay material as explained by the teacher below.

> ***Teacher 1.****As for that strategy, I don't really explain the strategy I use when teaching to students. The possibility that I explained is a method or rule of a strategy. For example, explaining the rules of roleplay.*
>
> ***Teacher 2.*** *Regarding that tactic, I don't really go into detail about it when I instruct students. The possibility I described is a tactic or guideline for a strategy. For instance, outlining the roleplaying guidelines.*

d.Provide strategic choices

From several existing strategies and several existing solutions, this solution has not been implemented here due to limited learning time, perhaps it will be implemented in the future as explained by the teacher below.

> *Teacher 1.This one has not been implemented here due to limited*
>
> *learning time. It is likely that this will be implemented in the future.*
>
> *Teacher 2. Due to a lack of learning time, this one has not been*
>
> *implemented here. This will probably be put into practice in the*
>
> *future.*

e.Continuous learning plan

The solution here is to use a repetition strategy where the teacher asks about material that has been explained in the previous meeting. So here we know how far the student's memory and level of understanding of the material is like the answer from the teacher below.

> *Teacher 1.Using repetition, remembering what material they learned*
>
> *yesterday. And you can also ask them questions about what*
>
> *they learned or what they still remember about the material they*
>
> *studied before.*
>
> *Teacher 2. Repetition helps them retain the information they learnt*
>
> *the day before. Additionally, you can quiz them on their knowledge*
>
> *of or recollections of the previously studied material.*

f.Use of target language in strategy instruction

As we know in Indonesia, English is a foreign language, not a second language, so it is a little difficult to apply full English in learning, so we also use Indonesian in learning, as the teacher has explained below.

Teacher 1.We haven't used or implemented this here because it still can't be applied for beginners and maybe it will be applied at higher levels. Because in this case again English in Indonesia is a foreign language, not a second language.

Teacher 2. This hasn't been used or implemented here because it's still too advanced for novices, though perhaps it will be at a higher level. Because, in this instance as well, English is not a second language but rather a foreign language in Indonesia.

The results of interviews with teachers who teach in ESCO beginner classes show 4 indicators of solutions used by teachers to overcome teaching challenges (1) built on exiting strategies, (2) integrate strategies with lessons, (3) continuous learning plan, (4) use of target language in strategy instruction.

B.Discussion

In this chapter, the researcher discussed the result of research   which it has been doing in ESCO at Rejang Lebong". There are points that   the researcher gained from the interview and observation;

1.The strategies used by teachers in teaching English at ESCO Rejang Lebong

Based on the first research question, namely the teaching techniques used by teachers when teaching at ESCO Rejang Lebong. From the results of interviews conducted by researchers with two teachers while teaching there, the researcher concluded that the strategy used by teachers when teaching there was first, the teacher gave clear explanations that were easy to understand, and not boring. This answer is found in the expository indicators which are explained by David Pearson and Hamm that one good way of teaching is to provide explanations that are easy to understand.[45]

The second indicator is contextual, where the teacher explains how to use media in learning with the aim of making it easier to deliver the material, with media it is easier for students to understand, the media used can be video, audio, etc. As Houcine, Samira states that

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[45] Pearson, P. D., & Hamm, D. N. (2007). Research-based practices for teaching comprehension. In L. B. Gambrell, L. M. Morrow, & M. Pressley (Eds.), Best practices in literacy instruction (3rd ed., pp. 221-245). Guilford Press.P.21

using media during learning is a way of utilizing ICT which can make it easier to present the material.[46]

Then the third indicator is inquiry, where the answers of the teachers we interviewed were by giving explanations to students about something real and objects around them. Then the next indicator is memory, based on the teacher's explanation that the researcher interviewed using the media that has been used when teaching, then in the next meeting the teacher will ask the students about what they have learned in the previous meeting, the teacher asks the students about what they have learned. They learned at the previous meeting. This aims to find out the extent of their understanding of each material provided. This is confirmed byHelmi Gunawan In his research, he explains that repetition of what has been learned is important.[47]

The next indicator is affective, in this indicator the teacher explains to students about positive experiences in their lives, this aims to motivate and inspire students to be able to explain their own experiences in English. In providing motivation or inspiration to students, this has a positive impact on students as explained by Melendy, G. A. That by providing motivation to students, it can create a good mentality.[48]

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[46] Houcine, Samira, (2011) The Effects of ICT on Learning / Teaching in a Foreign Language", International Conference „ICT for Language Learning",
_pdf/IBL69-437-FP-Houcine-ICT4LL2011.pdf>

[47] Helmi Gunawan, 2020. The Effectiveness of Repetition in Increasing Students Vocabulary.e-ISSN 2686-312X

[48] Melendy, G. A. (2008). Motivating Writers: The Power of Choice. Asian EFL Journal,

Then the final indicator is cooperative where the teacher makes a competency test in order to determine differences in intelligence levels between students. This is very important because knowing the level of each student will make it easier to improve further so that there are no social gaps. This is confirmed byAljohani, O, in his research where each student's potential is different.[49]

2.Challenges faced by the English teachers in applying teaching strategies at ESCO Rejang Lebong.

Based on the second research question, namely strategic challenges in implementing English language teaching at ESCO Rejang Lebong, based on the results of interviews and observations carried out by researchers of the two teachers who teach there.

For the first indicator, namely student motivation to learn, in this indicator we can see that the teacher's answer when interviewed was that many students were afraid to learn English because they lacked the ability to speak English well, this could be caused by students' lack of self-confidence because they did not yet know or understand English. This is in accordance with Ardian Majid's research

10 (3), 187 – 198.

[49] Aljohani, O. (2016). A review of the contemporary international literature on student retention inhigher Education. International Journal of Education & Literacy Studies. 4(1), 40-52. doi:10.7575/aiac.ijels.v.4n.1p.40

which states that self-confidence is a very important component in communication, especially English communication in speaking skills.[50]

Then the second indicator is student emotional inhibition, here the researcher writes according to the data that has been taken that one of the challenges in teaching is making the class comfortable, providing motivation and appreciation. In some cases, making the classroom atmosphere comfortable is something that must be done by teachers, as B Senjahari states motivation affects the way students behave toward learning. Sometimes, teachers find that some students appear reluctant to participate or give no response in class activities.[51]

Next is mixed abilities where the teacher must know the abilities of each student, because each student has different abilities. The level of intelligence is different, with this the researcher found an interesting thing from his research, which is that a teacher here carries out a test to determine or to see the level of the students, through this test the teacher becomes aware of the students' abilities and sometimes there are still differences at each level, so Here the role of the teacher is very much needed.

Next is the use of mother tongue, which researchers concluded through interviews conducted with teachers, namely that all students

[50] Ardian Majid, 2022. *THE CORRELATION BETWEEN SELF-CONFIDENCE AND THEIR SPEAKING ABILITY.*

[51] Senjahari, B., Desfitranita, D., & Kustati, M. (2021). Learning objectives and environments: How do they affect students‟ motivation in English language learning?. *Studies in English Language and Education*, *8*(2), 492-507.

here use their mother tongue and this is our challenge, because it is not surprising that here in Indonesia English is a foreign language, not a second language, so it is natural that they often use their mother tongue. As Rahayu states that in Indonesia the position of English is as a foreign language.[52]

Next, the last indicator is the expectation of teacher centeredness. Here the researcher concludes that the next challenge faced by a teacher is as a guide. As a second parent, the teacher not only teaches but how to make the class comfortable, because for some students there are still those who don't understand and are confused about what they are learning according to Ulfa Danni Rosada and Ariadi Nugraha said that the teacher must guide the students if they still not understand yet.[53]

3. Solutions to overcome challenges in applying teaching strategies.

Based on the third research question, how to overcome the challenges faced by teachers when implementing teaching strategies at ESCO Rejang Lebong. Based on the results of interviews and observations that researchers conducted with a teacher there. The first indicator is built on exiting strategies, here we can see the solution that

[52] Rahayu, Dwi Ide. 2020. The Acquisition and Learning of EFL in A Non-formal English Education in Indonesia. Journal of English Education, 5(2), 86-94 DOI: http://dx.doi.org/10.31327/jee.v5i2.1312

Ulfa Danni Rosada and Ariadi Nugraha. 2018. *THE ROLE OF TEACHER GUIDANCE AND COUNSELING IN LEARNING PROCESS VIEWED FROM THEORY OF CONSTRUCTIVIST TO IMPROVE LEARNING OUTCOMES IN PRIMARY SCHOOLS.*

the teacher explained in the interview, so the solution is to use video, audio and kinesthetic.

Then for the second indicator, the answer is almost the same as number 1, namely regarding the use of video, audio and kinesthetic. Among the several media used, it is better to combine all of these strategies. Furthermore, for the third indicator, namely explicit instruction strategies, based on the teachers' answers, they did not explain what strategies they used when teaching. But they only explain how to implement or the rules of the strategy.

The next indicator is the proven strategy choice. For the solution with this indicator the teacher has not implemented it, then for the next indicator is the continuous learning plan, here the researcher concludes from the teacher's answer that the teacher uses repetition of material or which is often asked before entering new material, the aim is to make them remember material that has been studied This is expressed byHelmi Gunawan that repetition is something that needs to be done because by repeating we will continue to remember.[54]

[54] Helmi Gunawan, 2020. *The Effectiveness of Repetition in Increasing Students Vocabulary.e-ISSN 2686-312X*

CHAPTER V
CONCLUSION AND SUGGESTION

In this section, the author outlines the conclusions drawn from the preceding chapter's discussions and validates the results of the interview. The conclusions address the research questions posed and offer suggestions for future researchers looking to delve deeper into this area of research.

A.Conclusion

From this research, researchers found several strategies used by two English teachers in motivating students to learn English. The strategies are: 1) students are given the freedom to express their difficulties while studying, 2) maintaining good relations with students and maintaining good behavior, 3) create a fun learning atmosphere, 4) holding quizzes as a competition to motivate students, 5) making learning groups, 6) telling the purpose and benefits of learning English, 7) provide feedback and comments as corrections, 8) giving rewards and also appreciation to students, 9) using interesting media, 10) encourage students to be more confident in the learning process, 11) give students opportunity to solve their problems. These results prove that the strategies used by teachers are varied and flexible because they can apply all existing strategies

In using the strategies the teachers run into some difficulties or challenges. These difficulties can affect the teacher in using strategies. The teachers have some difficulties as follows: 1) the type of student intelligence is different for each individual, 2) student‟s low interest in learning, 3)

differences in student" character that affect learning motivation, 4) students attitudes.

B.Suggestion

Finally, the suggestion for a better research in the future is proposed by the researcher. The suggestion is;

1.To students

With the strategy"s that use by the teacher, the students hope the students more understand about English language and enjoy with the strategies.

2.The Teachers

This research can improve the quality of the English teacher in

teaching English. Teacher"s strategies must be applied because this is the

teacher"s way to determine learning goals during teaching learning process.

3.The next researcher

The researcher wishes that other researcher could conduct this research in wider area. The next researcher can conduct the research about the teacher strategies that used by an English teacher which important in teaching and learning process. Therefore, that result will be more advantageous and be applied in a larger area.

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APPENDIX