

Teaching Strategies in English Extracurricular Activities

¹ Delia Mapela*, ² Theresia Arianti,
^{1,2} Universitas Media Nusantara Citra Jakarta, Indonesia
delmapela@gmail.com

ABSTRACT

Teaching strategies is one of the things that must be a concern for teachers, especially language teachers. Unfortunately, it is not uncommon for teachers to ignore this in the learning process. This can be seen from the way teachers choose teaching strategies which are sometimes not appropriate to the skills to be taught. This study included a participant which is a teacher from English Club at a high school in west Jakarta. In conducting the study, the researcher applied a qualitative method with a case study. The researcher used observation form and interviews as the instruments of this study. Through this study, it is hoped that teachers can improve their teaching strategies in the classroom to further motivate students to learn and achieve learning goals. The results show that the most used teaching strategy in English Club at this school is direct learning strategy, while the least used teaching strategy is bottom-up strategy. The researcher also found that the reason for the teacher choosing a teaching strategy is mostly for the students to easily understands the concepts of the material used in the teaching strategies.

Keywords: Teaching Strategies, Extracurricular Activities, English Club, Teachers' Reasons.

INTRODUCTION

The learning process is a series of activities that involve interaction between teachers and students in the classroom. In this case, the teacher must be able to create a livelier classroom atmosphere and invite students to participate in teaching and learning activities in the classroom. Teachers have a very important role in the classroom as those responsible for maintaining student involvement in the classroom and developing student knowledge (Garret, as cited in Mantra et al., 2020). One way for teachers to get enthusiasm from students in learning is to use interesting and appropriate teaching strategies, so that students do not get bored and learning process

is not monotonous. To become professional in teaching, teachers are required to implement appropriate teaching strategies (Orlich et al., 2010).

According to Khairuzzanilla (as cited in Imanika, 2021) teaching strategy is the activity plan that is used by teachers to teach the students towards learning objectives. Teaching strategy is a set of teaching activities that must be carried out by teachers and students in order to achieve the learning objectives (Arseta et al., 2021). Teaching strategies will turn into learning strategies when students choose the right strategies for themselves and use the strategies successfully to complete assignments

or achieve learning goals (Mantra et al., 2020).

Nowadays, the development of learning today is increasingly rapid along with the addition of new sources of knowledge. Additionally, most teachers only apply one teaching strategy that is considered successful with several students, then reapply it to different students repeatedly. In reality, not all students have the same cognitive learning in their learning process. Therefore, it is important for teachers to adapt teaching strategies that suit students' cognitive learning and the skills being taught. This also happens in language learning which essentially has its own characteristics which involve various knowledge through the communication process which ultimately makes language learning more extensive and complex (Mantra et al., 2020).

Additionally, teaching strategies are not only implemented in the regular classroom, but also in extracurricular activities which involve learning activities in it, especially in the English Club. Many students participate in non-formal education, which is called extracurricular activities. Furthermore, involvement in extracurricular activities is completely voluntary for students and does not count towards their grade or academic credit (Bartkus et al., 2012). According to Lawhorn (2008) there are several types of extracurricular activities, which are Academic Clubs, Academic Competitions, Team Sports, Debates, Performing Arts, Service Organizations, Students Governments, and Students Publications. Apart from that, this study focused on discussing the English Club which is part of Academic Clubs and Academic

Competitions. Academic Clubs are forums provided by institutions either at schools or universities. Academic Clubs will support students to improve their interest and skills beyond the regular classroom. Additionally, Academic competitions typically require a lot of preparation. Students who are chosen for the team probably already have strong study techniques, but competitions allow them to polish them even more (Lawhorn, 2008).

Based on the explanation above, English Clubs are included as academic clubs and academic competitions because in English language club activities, they adopt a learning system like in regular classes but in a more relaxed way, whereas sometimes students who take part in English clubs are willing to take part in club competitions, such as debate, speech, storytelling, etc. According to Rusli (as cited in Zalmi, 2023), the English Club is a place for students to improve their English skills outside of regular classes in a more enjoyable atmosphere because they can share their difficulties with friends in the same environment. English clubs make a big contribution for students to learn English in a comfortable and enjoyable way. Students have the option to participate in a variety of activities depending on the activity's goal. Furthermore, students get the benefit to learn about different cultures (Armita, 2019).

Hence, the importance of choosing the right teaching strategy in teaching, especially teaching language classes or English Club is very necessary for a teacher. This is because finding the right strategies can significantly enhance students' learning outcomes (Uyun, 2022). Apart from that, there are several considerations that become the reasons when a teacher chooses to

implement certain teaching strategies in the classroom. According to Mantra et al., (2020), teachers choose to use some strategies in teaching English for several reasons, which are well-structured, effective, practical, easy to understand, and coherent. Apart from that, Mantra et al., (2020) also stated that there are several kinds of teaching strategies, among others are direct learning strategy, cooperative learning strategy, and elaboration strategy. On the other hand, Ismail and Aziz (2020) provided bottom-up strategy for teaching English listening skills. Moreover, in English speaking skills there are several teaching strategies, among others are role-play strategy and discussion strategy (Kusumaningrum, 2022). In line with Rusli (as cited in Zalmi, 2023) who also stated that storytelling strategies can also support teaching English speaking skills.

The researcher found that even though English Club activities are routinely carried out, in fact the students at this school still need more improvement in their English skills. From the phenomenon as described above and by recognizing the importance of appropriate teaching strategies to improve the environment for learning process, the researcher is interested to investigate teaching strategies use by the teacher, especially in English Club. Apart from that, the researcher chose the teacher of English Club from this school as the participant of this research.

Along with this research, some previous studies on this topic have been conducted before. Khan (2013) analyzed teaching strategies in regular English classroom at Saudi Arabia University. Anggeraini et al., (2022) analyzed strategies for teaching during the Covid-19 Pandemic in an online

reading classroom using a case study. Santos (2019) analyzed the possibilities of integrating scientific learning materials and social media teaching strategies with ELL (English Language Learners) community college engineering students. Singh et al., (2020) analyzed teaching methods for English literature that foster higher order thinking abilities. Moreover, Kusumaningrum (2022) analyzed teaching strategies to instruct the speaking learning in extracurricular activities and students' reactions to the speaking techniques used in SMP Muhammadiyah Plus Salatiga extracurricular English activities.

Although previous studies on teaching strategies have been conducted, most of all discuss about teaching strategies in regular classroom. There is no analysis about teaching strategies used by teachers and the reasons why teachers use those strategies to teach in extracurricular activities. This study aims to fill this gap. By filling this research gap, it is hoped that this study can become a reference for teaching strategies for teachers in teaching English Club or regular classes in order to improve students' English language skills. Moreover, through this study it is hoped that it can improve the quality of student education at this school, especially in English language skills through the English Club at school.

Furthermore, the research questions in this study can be drawn as follows: (1) What teaching strategies does the teacher use in English Club? (2) Why does the teacher use particular strategies in teaching English? Based on the explanation in the research questions formulation above, the aims of this study are: (1) To investigate the teaching strategies used by the teacher in English Club.

(2) To analyze the reasons why the teacher choose those strategies in teaching English Club.

METHOD

The researcher applied a qualitative study with case study approach that examines teaching strategies in English extracurricular activities. The purpose of qualitative research is to address issues relating to the progress of knowledge concerning the nature and aspects of human existence as well as the social context (Khan, 2013). Additionally, qualitative research is also defined as a method for understanding and learning about various events from the perspective of the individual (Vishnevsky & Beanlands, 2004).

Data were collected through the use of observation (the teacher observation and lesson plans observation). In the observation, the researcher used observation sheet/checklist adapted from Mantra et al., (2020), Ismail and Aziz (2020), Vacca et al., (as cited in Nguyen, 2022), Kusumaningrum (2022), Rusli (as cited in Zalmi, 2023), and Jurianto (2014) as an instrument of this study. According to Bogdan (as cited in Wilkinson & Birmingham, 2003), observation is a research method characterized by the subject, where the researcher engages socially for extended periods of time in the subject's surroundings. In addition, Denscombe (as cited in Wilkinson & Birmingham, 2003) highlighted that the interviews are concerned with a set of presumptions and beliefs about the subject matter that are not typically part of a casual discussion.

The researcher has chosen the teacher of English Club in a high school at west Jakarta as the participant of this research. The

researcher was conducted the study from May to June 2024. The researcher applied the observation and also semi-structured interviews which included 20 questions about teaching strategies and 5 questions about the teacher's reasons.

After collecting the data from the observation and interview, the researcher analyzed the data. Firstly, the researcher transcribed the recorded observation and interview into written text. In this case, the researcher only focused in the part that contained utterances from the teacher.

Secondly, the researcher highlighted and labeled the points that were considered necessary by referring to the list of the research questions. On the other hand, the researcher also created a classification table to input utterances from the teacher. Then, the researcher changed the compiled table into a structured paragraph containing the participant statements. After that, the researcher interpreted the data qualitatively. Lastly, the researcher drew a conclusion based on the data analysis.

FINDINGS AND DISCUSSION

1. Amounts of Teaching Strategies in English Club Activities

According to the analysis, this research includes 30 appearances of teaching strategies. From the 30 appearances collected during the data collection process, 8 examples showed that the teacher used "direct learning strategies" as a teaching method in the English Club class. 7 of them identified that the teacher used "discussion strategies" in English Club class. 3 out of them indicated that the teacher used "cooperative learning strategies" to teach students in the English Club, while 3 of them also indicated that the teacher used "role-

play strategies” as an activity in the English Club class. 2 of them stated that the teacher used "elaboration strategy", while 5 of them indicated that the teacher used "bottom-up strategy" in teaching the English Club. The other 2 performance numbers were identified as “storytelling strategy” used by the teacher as a teaching method in the English Club class. The summary of teaching strategies is presented in the bar chart below:

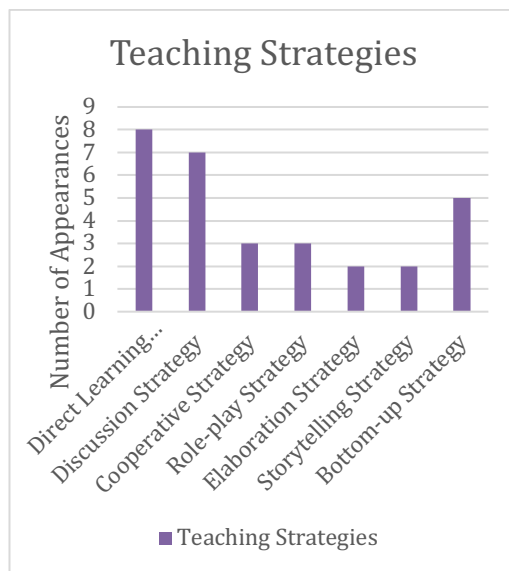


Figure 1. Teaching Strategies

Based on figure 1, there are 7 (seven) teaching strategies with a total of 30 appearances of teaching strategies. Moreover, the teaching strategy that is most often used by the teacher in teaching English Club classes is Direct Learning Strategy 8 appearances, while the strategy that is least used are elaboration and storytelling strategy.

2. Amounts of Teacher's Reasons

The chart below shows the number of the reasons why the teacher used particular strategies to teach in English Club at this school. There are 6 (six) categorizes of the reason: Effective,

Efficient, Easy to Understand, Practical, Coherent, and Teamwork. The current data is the reasons that are often stated by the teacher when choosing to use teaching strategies in each English Club meeting, shown in the table below:

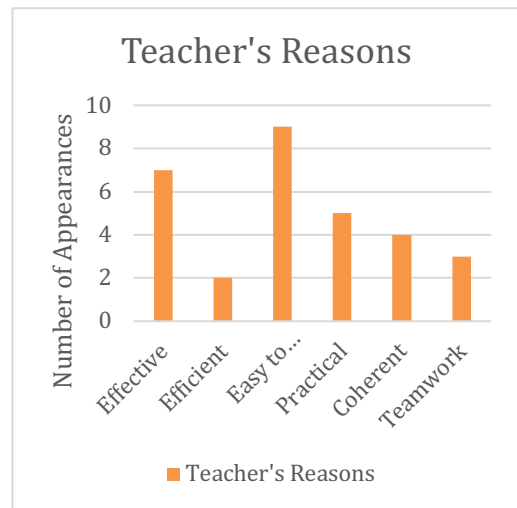


Figure 2. Teacher's Reasons

Based on table 2, it can be seen that the most of preferred reason stated by the teacher is Easy to Understand 9 (nine) appearances, while Coherent 4 (four) appearances, Effective 7 (seven) appearances, Practical 5 (five) appearances and Teamwork 3 (three) appearances, while Efficient had a least score 2 (two) appearances.

Teaching Strategies

Based on the video recording and lesson plans of four meetings, the researcher found 7 (seven) teaching strategies used by the teacher in English Club at this school. The data collected are identified based on the lesson plans and the numbers of appearance that showed in each teaching strategy.

a. Direct Learning Strategy

According to Oxford (as cited in Chilmy et al., 2020), direct learning

strategy is a learning method used by involving students directly in learning targets. In addition, direct learning includes memorization, cognitive and completion strategies using the target language (Dawood, 2021). Regarding the direct learning as one of the teaching strategies, the researcher found several excerpts below:

Table 1. Excerpt 1a

Excerpt	Utterance
LP 1	The teacher gives direct instruction to students to make or find out a conversation about asking for help.
Interview	<i>"Today we will learn about asking for help and I want you to find a conversation about asking for help."</i>

Table 2. Excerpt 1b

Excerpt	Utterance
LP 2	The teacher gives direct instruction to students to make or find out a conversation about wonderful experience.
Interview	<i>"Please create a conversation about a wonderful experience you have had in your life."</i>

Table 3. Excerpt 1c

Excerpt	Utterance
LP 3	The teacher gives direct instruction to students to fill the gaps of lyrics in the song.

Interview	<i>"Please fill the gaps of the lyrics that you hear for the song."</i>
-----------	---

Table 4. Excerpt 1d

Excerpt	Utterance
LP 4	The teacher gives direct instruction to students to make or find out a conversation about asking direction.
Video	<i>"So today, you have to find a conversation, the conversation is about asking for directions."</i>

Table 5. Excerpt 1e

Excerpt	Utterance
LP 5	The teacher gives direct instruction to students to fill the gaps of lyrics in the song.
Interview	<i>"So today, our material is about listening to music. Please be ready to listen carefully and fill the gaps of the lyrics that you hear for the song."</i>

Table 6. Excerpt 1f

Excerpt	Utterance
LP 6	The teacher gives direct instruction to students to fill the gaps of lyrics in the song.
Interview	<i>"Today material is same with last week, it</i>

	is about listening to music. Please be ready to listen carefully and fill the gaps of the lyrics that you hear for the song."
--	---

Table 7. Excerpt 1g

Excerpt	Utterance
LP 7	The teacher gives direct instruction to students to find out the meaning from the video.
Interview	<i>"Today we will watch the video, so you have to watch and listen, after that please write down what the meaning that you get from the video."</i>

Table 8. Excerpt 1h

Excerpt	Utterance
LP 8	The teacher gives direct instruction to students to find out the meaning from the video.
Observation	<i>"Today we will watch the video, so you have to watch and listen, after that please write down what the meaning that you get from the video."</i>

Based on tables 1-7, there are stated that the teacher gives direct instructions to students to do somethings. Based on the teacher's utterances, it appears that the teacher intends to convey learning objectives

implicitly through conversation activities. Dewi et al., (2023), also found that the teacher usually states the learning objectives implicitly through greetings at the beginning of the lesson.

b. Discussion Strategy

According to Furyanto (2015), discussion strategy is the most natural and effective way for students to practice speaking, especially in English. The interview revealed several excerpts below:

Table 9. Excerpt 2a

Excerpt	Utterance
LP 1	Students exchange ideas and conduct discussions in groups.
Interview	<i>"For example, the material is about asking for help, they will discuss that."</i>

Table 10. Excerpt 2b

Excerpt	Utterance
LP 2	Students exchange ideas and conduct discussions in groups.
Interview	<i>"You can discuss first, so how can you be creative, just use the vocabulary that you already know."</i>

Table 11. Excerpt 2c

Excerpt	Utterance
LP 4	Students exchange ideas and conduct discussions in groups.

Video	<i>“What did you find from the conversations?”</i>
-------	--

Table 12. Excerpt 2d

Excerpt	Utterance
LP 5	Students exchange ideas and conduct discussions.
Interview	“Okay, what did you find from the songs?”

Table 13. Excerpt 2e

Excerpt	Utterance
LP 6	Students exchange ideas and conduct discussions.
Interview	“So, what information did you found from the song?”

Table 13. Excerpt 2f

Excerpt	Utterance
LP 7	Students exchange ideas and conduct discussions.
Interview	“Okay, from the video, did you get something?”

Table 14. Excerpt 2g

Excerpt	Utterance
---------	-----------

LP 8	Students exchange ideas and conduct discussions.
Video	“So, what is the meaning did you find from the video?”

Table 9 until table 14 show situations after students discuss in groups, the teacher goes around the classroom to recheck students' understanding and sometimes gives them feedback. It can be seen from the excerpt by teacher's utterances, *“You can discuss first, so how can you be creative, just use the vocabulary that you already know”*, *“What did you find from the conversations?”*. This aims to ensure that the teacher can still monitor activities in classroom, even though students are discussing in groups. In line with that, Musdalifa and Nurchaerani (2020) stated that teachers usually use discussion strategies to ensure students' understanding of the material being studied.

c. Cooperative Strategy

According to Husein (2022), cooperative strategy focuses on the benefits that can be obtained from teamwork in achieving goals. Moreover, the process is carried out in groups consisting of two or more students. Regarding of cooperative strategy in teaching, researcher found several excerpts based on the cooperative strategy below:

Table 15. Excerpt 3a

Excerpt	Utterance
---------	-----------

LP 1	The teacher asks students to do the task in a group pair.
Interview	<i>"You are looking for a conversation about asking for help, which you can then act out in pairs."</i>

Table 16. Excerpt 3b

Excerpt	Utterance
LP 2	The teacher asks students to do the task in a group pair.
Interview	<i>"You guys do it in pairs, okay?"</i>

Table 17. Excerpt 3c

Excerpt	Utterance
LP 4	The teacher asks students to do the task in a group pair.
Video	<i>"The conversation is about asking direction and it must be done in pairs"</i>

Tables 15 until 17 show that the teacher gives instructions to each student to form a group discussion. It can be seen from the teacher's utterances, *"You are looking for a conversation about asking for help, which you can then act out in **pairs**"*, *"You guys do it in **pairs**, okay?"*, and *"The conversation is about asking direction and it must be done in **pairs**"*. Applying cooperative strategy in learning activities can make students more active in class. Although, in cooperative strategy there are difficulties in uniting the

thoughts of each student in one group, this is not a big problem. On the contrary, students' knowledge will be broader because they can exchange ideas or thoughts with each other in groups. This result is similar to the finding of Purba (2021), students can learn from each other and can practice to improve their speaking skills, especially in building self-confidence.

d. Role-play Strategy

According to Dananjaya (as cited in Rahayu, 2015), role-play strategy is a technique used in the learning process that is light and can attract students' interest. In role-play strategy, students are free to develop their creativity in creating or changing existing characters and situations in short scenarios that will be shown in the classroom. Furthermore, the researcher found several excerpts below:

Table 18. Excerpt 4a

Excerpt	Utterance
LP 1	The teacher asks students to perform conversation in class.
Interview	<i>"Is anyone finished? Does anyone want to perform first?"</i>

Table 19. Excerpt 4b

Excerpt	Utterance
LP 2	The teacher asks students to perform conversation in class.
Interview	<i>"If you are done, please perform each one to your partner."</i>

Table 20. Excerpt 4c

Excerpt	Utterance
---------	-----------

LP 4	The teacher asks students to perform conversation in class.
Video	".... <i>then you will perform in your seats.</i> "

Tables 18 until 20 show that the teacher asks students to carry out role-play strategy activities in the form of conversations. It can be seen from the teacher's utterances, *"Is anyone finished? Does anyone want to perform first?"*, *"If you are done, please perform each one to your partner"*, and *".... then you will perform in your seats"*. The application of role-play strategy in teaching activities, especially speaking skills, not only make students to practice speaking more but also train their creativity in making sentences or dialogue in real life. In line with that, Raodhatul and Kisman (2020) also found that implementing role-play strategy in classroom can provide opportunities for students to practice speaking English. Students are more interested and motivated because role-play strategy involves fun activities using situations related to the surrounding environment.

e. Elaboration Strategy

According to Yunusa (2015), elaboration strategy is a teaching method that involves students to actively participate in improving the relationship or connection between incoming and existing information. In addition, the teacher will combine the information obtained by students with the teacher's explanation based on the theory contained in the learning material. The excerpts are provided below:

Table 21. Excerpt 5a

Excerpt	Utterance
LP 2	The teacher allows students to seek information from other sources (Google)
Interview	<i>"They use Google to look for examples and then they can combine them with their own words, what the conversation is like."</i>

Table 22. Excerpt 5b

Excerpt	Utterance
LP 4	The teacher allows students to seek information from other sources (Google).
Video	<i>"Okay, the space. That's correct. That is actually the method you need for speaking conversation. You don't just read it, so you know what it means..."</i>

Tables 21 and 22 indicate that the teacher used elaboration strategy to teach English club classroom. It can be seen when the teacher asked students to find out information from other sources (Google), based on the teacher's utterance, *"They use Google to look for examples and then they can combine them with their own words, what the conversation is like"*. Moreover, the teacher also stated, *"Okay, the space. That's correct. That is actually the method you need for speaking conversation. You don't just read it, so you know what it means..."*,

it shows that the teacher elaborates the information obtained by students from other sources with explanations derived from the material. In addition, the teacher believes that implementing elaboration strategy in the learning process can improve students' thinking abilities and students' ability to analyze the information obtained. In line with that, Priawasana et al., (2020) stated that students who learn using elaboration strategies have significant learning outcomes. Apart from that, elaboration strategy can also stimulate students to think critically.

f. Storytelling Strategy

According to Ramadhani and Atmowardoyo (2023), storytelling strategy is the right strategy for learning English, especially speaking skills. There are several techniques that can be applied in storytelling strategies, including drama, role-play, props, and so on. Moreover, in this study, the researcher found that the teacher used storytelling strategy by telling personal experiences related to the topic of learning material. There are several excerpts provided below:

Table 23. Excerpt 6a

Excerpt	Utterance
LP 2	The teacher tells personal experiences related to the material being studied.
Interview	<i>“I tell them about the wonderful experiences I had and from there I often give moral messages to them too”</i>

Table 24. Excerpt 6b

Excerpt	Utterance
LP 4	The teacher tells personal experiences related to the material being studied.
Video	<i>“I remember once having an experience where a foreigner got lost, he asked the public transportation driver who happened to be the driver of the public transportation I was taking...”</i>

Tables 23 and 24 show that the teacher used storytelling strategy to teach in English club classroom. It can be seen from the result of interview, the teacher stated, *“I tell them about the wonderful experiences I had and from there I often give moral messages to them too”*, and the teacher also shared his personal experience regarding the topic, by stating, *“I remember once having an experience where a foreigner got lost, he asked the public transportation driver who happened to be the driver of the public transportation I was taking...”*. Apart from that, storytelling strategy is usually used by the teacher not only for training students' speaking skills, but also to provide students with real examples that have been experienced by teachers or have occurred in the surrounding environment. In line with that, Ramadhani and Atmowardoyo (2023) also found that teachers believe that storytelling strategies can be carried out with a variety of varied approaches that focus on real-life

experiences related to the topic being studied.

g. Bottom-up Strategy

According to Abdalhamid et al., (as cited in Ismail & Aziz, 2020), bottom-up strategy is a technique that trains listeners to focus more on translating word for word. In bottom-up strategy, students can count the words they hear and can identify the beginning and end of the sentences they hear. In this regard, the researcher found the implication of the bottom-up strategy below:

Table 25. Excerpt 7a

Excerpt	Utterance
LP 3	The teacher asks students to find the meaning of a song by filling in the blanks in the song's lyrics.
Interview	<i>"In this material, I use fill in the blank to help them find out the meaning of the song word by word."</i>

Table 26. Excerpt 7b

Excerpt	Utterance
LP 5	The teacher asks students to find the meaning of a song by filling in the blanks in the song's lyrics.
Interview	<i>"For this activity, I use fill in the blanks to help them find out the meaning of the song by lyrics."</i>

Table 27. Excerpt 7c

Excerpt	Utterance
LP 6	The teacher asks students to find the meaning of a song by filling in the blanks in the song's lyrics.
Interview	<i>"In this activity, I use fill in the blanks to help them find out the meaning of the song by lyrics."</i>

Table 27. Excerpt 7d

Excerpt	Utterance
LP 7	The teacher asks students to find the meaning of a video.
Interview	<i>"I asked students to watch and listen the video, then I also asked them to find out the meaning from the video."</i>

Table 28. Excerpt 7e

Excerpt	Utterance
LP 8	The teacher asks students to find the meaning of a video.
Video	<i>"Please watch the video and listen carefully, after that please write down the meaning that you get from the video."</i>

Tables 25 until 28 provide that the teacher used bottom-up strategy to teach listening skills in English Club. It can be seen from the result of interview, the teacher stated, *"In this*

material, I use fill in the blank to help them find out the meaning of the song word by word". Apart from that, the teacher applied fill in the blanks as a bottom-up activity in the learning process. According to Siegel (as cited in Hasriyanti, 2016), there are several activities that can be used to teach listening skills, which are identifying lexical differences, syntactic prediction, listening and filling in the blanks, and short transcriptions.

In this current study, students are asked to listen and fill in the blanks in a sentence sequence. This strategy is still considered traditional and focuses on certain words in a text. However, combining listening to music and filling in the blanks can make students more enthusiastic about learning. In line with that, Gerlach and Elly (as cited in Miranda & Arianti, 2024) found that audio recording is useful for students to obtain information in terms of vocabulary, grammar, pronunciation, rhythms, and tones.

Amounts of Teacher’s Reasons

Based on the interview, the researcher found 6 (six) reasons why the teacher used particular strategies to teach in English Club at this school. The most of preferred reason stated by the teacher is Easy to Understand (6), while both Effective and coherent had a same score (3). Furthermore, both Practical and Teamwork also had a same score (2), while Effective had a least score (1). To be more specific, the researcher found several excerpts below:

a. Easy to Understand

Students' understanding of the material being taught is one of the goals of a learning process. In this case, as much as possible, teachers must try various kinds of teaching

strategies so that students can understand the material. Teachers as educators have control to achieve learning success (Sulkifli, 2021). Therefore, it is important for teachers to apply teaching strategies that are easy for students to understand. The researcher found several excerpts below:

Table 29. Excerpt 1a

Excerpt	Utterance
Cooperative Strategy – LP 1	“They more easily understand the material being taught.”

Table 30. Excerpt 1b

Excerpt	Utterance
Discussion Strategy – LP 2	“This helps students to remember more deeply or understand material more easily.”

Table 31. Excerpt 1c

Excerpt	Utterance
Elaboration Strategy – LP 2	“Usually students will understand more easily by looking at examples from other sources.”

Table 32. Excerpt 1d

Excerpt	Utterance
Bottom-up Strategy – LP 3	“This is the easiest method to understand for listening.”

	<i>overall meaning of the video.”</i>
--	---------------------------------------

Table 33. Excerpt 1e

Excerpt	Utterance
Elaboration Strategy – LP 4/video	<i>“They can more easily understand the reason why I asked them to do this activity.”</i>

Table 34. Excerpt 1f

Excerpt	Utterance
Discussion Strategy – LP 4/video	<i>“The material is easier to understand and they can remember it longer.”</i>

Table 35. Excerpt 1g

Excerpt	Utterance
<i>Direct learning – LP 8</i>	<i>“Actually, the reason is the same, so far I have given them instructions directly so that it is easier for them to understand what they have to do today.”</i>

Table 36. Excerpt 1h

Excerpt	Utterance
<i>Bottom-up Strategy – LP 7</i>	<i>“Because so far I have not directed their abilities to something more specific such as vocabulary, so with this method it is easier for them to understand the</i>

Table 37. Excerpt 1i

Excerpt	Utterance
<i>Bottom-up Strategy – LP 8</i>	<i>“I think using this method will be easy to understand for them.”</i>

Tables 29 until 37 show that the teacher applied several strategies, which are cooperative strategy, discussion strategy, bottom-up strategy, and elaboration strategy to teach in English Club. Apart from that, the teacher stated that the reason why the teacher used those strategies was that it was *easier for students to understand* the material during the learning process. Students are more motivated to learn when teachers use teaching strategies that are easy for them to understand. It is in line with Gitadewi et al.,(2022) who also believe that students' understanding of learning concepts will be better if supported by high learning motivation.

b. Effective

According to Oxford Dictionary (2024), “Effective is the success of an effort that produces successful results” (p.1). In this case, the learning process also requires efforts that can achieve success in learning objectives. Students will achieve learning goals if the learning and teaching process is carried out effectively (Purwanti & Vania, 2021). Therefore, it is important for teachers to implement effective teaching strategies in the learning process. The result of the

interview revealed several excerpts below:

Table .38 Excerpt 2a

Excerpt	Utterance
Role-play Strategy – LP 2	<i>“It will be more effective if the conversation is held at the same time.”</i>

Table 39. Excerpt 2b

Excerpt	Utterance
Direct Learning – LP 3	<i>“Because for beginners it is very effective.”</i>

Table 40. Excerpt 2c

Excerpt	Utterance
Direct Learning – LP 4/Video	<i>“It will be more effective when they are asked to look for or create conversations about asking directions.”</i>

Table 41. Excerpt 2d

Excerpt	Utterance
Direct Learning – LP 5	<i>“Because I see that when I give instructions directly to them it is more effective.”</i>

Table 42. Excerpt 2e

Excerpt	Utterance
Direct Learning – LP 6	<i>“For instructions, I prefer to give direct instructions and it is also more effective.”</i>

Table 43. Excerpt 2f

Excerpt	Utterance
Bottom-up Strategy – LP 6	<i>“Indeed, this fill in the blanks method can be said to be the most effective at the moment.”</i>

Table 44. Excerpt 2g

Excerpt	Utterance
Direct Learning – LP 7	<i>“So that I want them to do their best and prove it is effective when taking action.”</i>

In tables 38 until 44, the teacher stated that the use of direct learning and role-play to teach in the English club class was more *effective*. It is in line with that, Usman (2022) who also found that the reason teachers chose direct learning was because this model was effective in measuring students' understanding of material concepts and identifying points that students had difficulty in learning process. In addition, implementing role-play activities in direct learning strategy is also highly recommended in the classroom.

c. Coherent

According to Oxford Dictionary (2024), “Coherent means that an idea or thought is logical, clear and well organized” (p.1). Coherent learning will occur when learning activities are carried out sequentially with each other and can include student involvement in the application of learning in real life (Hemsllyfraser, 2017). Hence, choosing coherent teaching strategies that are relevant to students' daily lives could make them

practice more. Apart from that, the researcher found some excerpts regarding of coherent learning below:

Table 45. Excerpt 3a

Excerpt	Utterance
Role-play Strategy – LP 1	<i>“They are more accustomed to using English, especially in real life.”</i>

Table 46. Excerpt 3b

Excerpt	Utterance
Role-play Strategy – LP 4/video	<i>“At the end they will experience this situation in the real world.”</i>

Table 47. Excerpt 3c

Excerpt	Utterance
Storytelling Strategy – LP 2	<i>“Because the aim is that they can take moral messages from real events.”</i>

Tables 45 until 47 provide that the teacher used storytelling strategy and role-play strategy to teach in English Club. The teacher stated that by applying storytelling and role-play in English classroom, it makes students practice more, especially in speaking skills related to real situations that often occur in the surrounding environment. The teacher hopes that students can use this exercise as a trial error before they finally apply it in real life. In line with Mayasari et al., (2021) it is who stated

that role-play and storytelling strategies are highly recommended for language teachers in teaching to improve students' speaking skills.

d. Practical

In teaching and learning activities it is not enough to just be based on theory, especially in language learning. It is necessary to implement theory in the form of practice. Apart from that, the teacher has to concern about practical teaching strategies. According to Cambridge Dictionary (2024), “Practical means having a connection with real experiences or situations, actions, and not just ideas or imagination” (p.1). Therefore, the teaching strategies used must also make students take real action (practice), not just limited to theory. The researcher found several excerpts below:

Table 48. Excerpt 4a

Excerpt	Utterance
Cooperative Strategy – LP 2	<i>“Because it can also train their pronunciation.”</i>

Table 49. Excerpt 4b

Excerpt	Utterance
Direct Learning – LP 2	<i>“So that they can have confidence in using English.”</i>

Table 50. Excerpt 4c

Excerpt	Utterance
Discussion strategy - LP 5	<i>“By discussing, their brains become sharper and they also learn to deal with other people. They can also learn other things from</i>

	<i>other people/friends through the discussion.”</i>
--	--

Table 51. Excerpt 4d

Excerpt	Utterance
<i>Discussion strategy - LP 6</i>	<i>“Because through discussion, students have more space to practice and express their opinions to others.”</i>

Table 52. Excerpt 4e

Excerpt	Utterance
<i>Discussion strategy - LP 8</i>	<i>“In this discussion they can also express their opinions and practice speaking or writing in English.”</i>

Tables 48 and 52 indicate that *practical* is a reason why the teacher used cooperative strategy and direct learning strategy to teach in English Club. The teacher stated that cooperative strategy is practical to train students’ pronunciation, while direct leaning strategy is practical to improve students’ confidence in using English. Baiden et al., (2018) also found that students experience significant improvement in exams when they get learning based on well-organized practice.

e. Teamwork

The teacher does not only have the obligation to convey material to students. Moreover, the teacher has an

obligation to educate students so they can apply the material in real life. Apart from that, one of the skills needed by students in real life is teamwork skills. According to Prada et al., (2022), teamwork skills have been considered an important competition in an increasingly globalized world. Furthermore, it is important for teachers to apply teaching strategies that can support students in building their teamwork skills. The result of the interview revealed several excerpts below:

Table 53. Excerpt 5a

Excerpt	Utterance
<i>Discussion Strategy – LP 1</i>	<i>“They can get to know and mingle with each other.”</i>

Table 54. Excerpt 5b

Excerpt	Utterance
<i>Cooperative Strategy – LP 4/video</i>	<i>“I want everyone to blend into each other and no one feels like they are missing out on material.”</i>

Table 55. Excerpt 5c

Excerpt	Utterance
<i>Discussion Strategy – LP 7</i>	<i>“Because with this discussion we can share our thoughts with each other, besides that they can also deal with each other between students.”</i>

Based on tables 53 and 55, it can be seen that the reason why the teacher used discussion and cooperative strategies, that because

these strategies can build students' *teamwork*. This result is similar with the finding by Husein (2022) that group learning environment allows students to interact with each other in developing knowledge, communication, ethics and attitudes.

f. Efficient

According to Cambridge Dictionary (2024), "The description of efficient is something that operates quickly and is well organized" (p.1). In this case, efficient principles are also needed in the process of teaching and learning activities. Efficient learning is characterized by the use of time, facilities and infrastructure in a relatively short time but students are able to understand the material well (Syafaruddin & Dirhamzah, 2020). The learning process usually only has limited time for each meeting. Therefore, the teacher must be able to use efficient teaching strategies. The researcher found excerpt regarding of efficient in learning below:

Table 56. Excerpt 6a

Excerpt	Utterance
Direct Learning – LP 1	<i>"Because it is more efficient to use in our short time."</i>

Table 57. Excerpt 6a

Excerpt	Utterance
<i>Bottom-up – LP 5</i>	<i>"Because if I don't give fill in the blanks, there won't be enough time. So, it's more efficient to use fill in the blanks to listen to songs."</i>

Table 35 shows that the teacher chose direct learning as the teaching strategy to teach in English Club. The teacher stated that applying direct learning in English Club activities can save the time allocated at each meeting. By applying direct learning, the teacher immediately gives directions about what students should do at the meeting. On the other hand, students can also directly carry out activities requested by the teacher. In line with Nia (2020) who stated that direct learning strategy is a method of teaching a foreign language that is carried out by doing action, such as discussion, conversation, and reading a text without translation and studying formal grammar. Therefore, direct learning is considered efficient for the learning and teaching process, especially in the English Club.

CONCLUSION

Based on the results of the data analysis, the teaching strategy most often used by the teacher to teach in English Club at a high school at west Jakarta is direct learning strategy. In addition, the teaching strategy that is least used by the teacher are storytelling strategy and elaboration strategy. On the other hand, the reason most often used by the teacher in applying teaching strategies for teaching in English Club at this school is easy to understand.

Due to the limitations of the research, it is recommended that future research can carry out further teaching strategies and the reasons why teachers use these strategies to teach in the English Club by involving more participants (male and female teachers from various age groups), so new insight can be obtained.

REFERENCES

- Anggeraini, Y., Episiasi, E., & Sulisty, B. (2022). Teaching Strategies in Online Reading Classroom: A Case Study. *ELT-Lectura*, 9(Vol. 9 No. 1 (2022): ELT-Lectura Studies and Perspective in English Language Teaching), 107–116. <http://journal.unilak.ac.id/index.php/ELT-Lectura/article/view/9056/3776>
- Armita, Y. (2019). *Students' Perception Toward English Club Extracurricular Activities in Practicing Speaking at SMA N 02 Kaur, Bengkulu*. 1–106.
- Arseta, N., Harahap, A., & Syafryadin, S. (2021). An Analysis of English Teachers' Strategies in Opening the Lesson in the Classroom. *Linguists : Journal Of Linguistics and Language Teaching*, 7(2), 52. <https://doi.org/10.29300/ling.v7i2.5301>
- Baiden, B., Anyanful, V. K., Dannyansah, V., & Kesse, B. Y. (2018). Relationship between Practical Learning and Students' Performance in Information and Communications Technology. *International Journal of Innovative Research and Development*, 7(11). <https://doi.org/10.24940/ijird/2018/v7/i11/nov18012>
- Bartkus, K. R., Nemelka, B., Nemelka, M., & Gardner, P. (2012). Clarifying The Meaning Of Extracurricular Activity: A Literature Review Of Definitions. *American Journal of Business Education (AJBE)*. <https://doi.org/10.19030/ajbe.v5i6.7391>
- Cambridge Dictionary (n.d). (2024a). *Definition of Efficient*. https://dictionary.cambridge.org/dictionary/english/efficient#google_vignette
- Cambridge Dictionary (n.d). (2024b). *Definition of Practical*. <https://dictionary.cambridge.org/dictionary/english/practical>
- Chilmy, A. S., Kusmaryati, S. E., & Perwikasih Utari, A. R. (2020). THE STUDENTS' LEARNING STRATEGIES IN INCREASING SKILLS. *Prominent*. <https://doi.org/10.24176/pro.v3i1.4704>
- Dawood, A. P. Z. A. A. (2021). Direct Language Learning Strategies in EFL. *Alustath Journal for Human and Social Sciences*. <https://doi.org/10.36473/ujhss.v60i1.1296>
- De Prada, E., Mareque, M., & Pino-Juste, M. (2022). Teamwork skills in higher education: is university training contributing to their mastery? In *Psicologia: Reflexao e Critica*. <https://doi.org/10.1186/s41155-022-00207-1>
- Dewi, R. C., Utami, I. L. P., & Pratiwi, N. P. A. (2023). Implementation Of Direct Method In Teaching English For 1st Grade Of Students. *Lingua Scientia*. <https://doi.org/10.23887/ls.v30i1.45718>
- Dos Santos, L. M. (2019). English language learning for engineering students: Application of a visual-only video teaching strategy. *Global Journal of Engineering Education*, 21(1), 37–44.
- Furyanto, F. auyan A. (2015). the Implementation of Discussion Technique in Teaching Speaking. *Vidya Karya*, 30(1), 61–65. [http://download.garuda.kemdikbud.go.id/article.php?The Implementation Of Discussion Technique In Teaching Speaking](http://download.garuda.kemdikbud.go.id/article.php?The+Implementation+Of+Discussion+Technique+In+Teaching+Speaking)
- Gitadewi, A. J., Prabowo, Supardi, Z. A. I., & Maryuni, W. (2022). Student's Concept Understanding and Motivation to Learn Through Flipped Classroom Learning Integrated with Nested Model. *Studies in Learning and Teaching*, 3(1), 62–73. <https://doi.org/10.46627/silet.v3i1.105>
- Hasriyanti, C. M. (2016). Developing Listening Skill Through Bottom-Up Strategy. *Research in English and Education (READ)*.

- Hemsllyfraser. (2017). *How to create coherent learning journeys that*. 1–5.
- Husein, A. (2022). *Implementation of Cooperative Strategies in Teaching*. 1(1), 8–14.
- Imanika, D. F. (2021). *Literature Review*. 6–19.
- Ismail, N. S. C., & Abdul Aziz, A. (2020). The Teaching of Listening Strategies in ESL Classrooms. *International Journal of Academic Research in Business and Social Sciences*, 10(6). <https://doi.org/10.6007/ijarbss/v10-i6/7279>
- Jannah Raodhatul, Salija Kisman, B. M. (2020). the Implementation of Role Play Approach in Teaching Speaking. *Thesis*.
- Jurianto, S. & K. (2014). *Strategies for Teaching Writing in EFL Class at A Senior High School in Indonesia*. 7.
- Khan, I. A. (2013). Speaking skills and teaching strategies for english language. *Elixir Edu. Tech*, 58(January 2013), 14557–14560. <https://www.researchgate.net/publication/266139655>
- Kusumaningrum, L. A. (2022). *Strategies Of Teaching Speaking In English Extracurricular Activities At SMP Muhammadiyah Plus Salatiga*.
- Lawhorn, B. (2008). Extracurricular activities: the afterschool connection. *Bureau Of Labor Statistics*, 16–21. <http://connection.ebscohost.com/c/articles/37197154/extracurricular-activities-afterschool-connection>
- Mantra, I. B. N., Widiastuti, I. A. M. S., Suparsa, I. N., & Handayani, N. D. (2020). Teaching and Learning Strategies Practiced By Language Teachers To Actively Engage Their Students in Learning. *International Journal of Applied Science and Sustainable Development*, 2(2), 15–21.
- Mayasari, A. R., Faridi, A., & Fitriati, S. W. (2021). The Effectiveness of Story Telling and Role Play in Teaching Speakingfor Students with High and Low Motivation. *English Education Journal*, 11(2), 187–197. <https://doi.org/10.15294/eej.v11i1.42907>
- Miranda, K., & Arianti, T. (2024). *Vocabulary Teaching Strategies Used by Teachers at SMPN 264 Jakarta*. 5(1).
- Musdalifa, D. Z., *The Implementation Of Direct Method To Teach Integrated Skills At 7th Grade Of MTS Darul Qurro Kawunganten*. & Nurchaerani, M. (2020). *Incorporating literacy in EFL classroom : teacher ' s strategy and students ' opinions*. 1–7. https://digilib.esaunggul.ac.id/UEU-Journal-11_3050/26044
- Nguyen, T. L. P. (2022). Teachers' Strategies in Teaching Reading Comprehension. *International Journal of Language Instruction*, 1(1), 19–28. <https://doi.org/10.54855/ijli.22113>
- Nia, R. (2020). <http://repository.iainpurwokerto.ac.id/7867/>
- Orlich, Harder, Callahan, Trevisan, & Brown. (2010). *How to view the video cases that go along with this text Observe N Interact N Assess: Vol. second*. www.cengage.com/login
- Oxford Dictionary. (2024a). *Definition of Coherent*. <https://www.oxfordlearnersdictionaries.com/definition/english/coherent?q=coherent>
- Oxford Dictionary. (2024b). *Definition of Effective*. <https://www.oxfordlearnersdictionaries.com/definition/english/effective?q=effective>
- Priawasana, E., Degeng, I. N. S., Utaya, S., & Kuswandi, D. (2020). An experimental

- analysis on the impact of elaboration learning on learning achievement and critical thinking. *Universal Journal of Educational Research*. <https://doi.org/10.13189/ujer.2020.080757>
- Purba, J. (2021). the Use of Cooperative Learning To Enhance Students Speaking Ability in Online Classroom. *Retain*, 09(03), 124–131. <https://ejournal.unesa.ac.id/index.php/retain/article/view/41935>
- Purwanti, E., & Vania, G. (2021). Classroom management: Applying appropriate strategies to enhance effective teaching. *Journal of Foreign Language Teaching and Learning*, 6(1), 78–93. <https://doi.org/10.18196/ftl.v6i1.10638>
- Rahayu, P. (2015). Role Play Strategy in Teaching Speaking. *Jurnal Ilmiah Edu Research*, 4(1), 61–70.
- Ramadhani, S. P., & Atmowardoyo, H. (2023). English Teachers Storytelling Strategy in Teaching Speaking Class at Junior High School 17 Barru. *PERFORMANCE: Journal of English Education and Literature*, 2(3), 432–441.
- Singh, C. K. S., Singh, T. S. M., Ja'afar, H., Tek, O. E., Kaur, H., Mostafa, N. A., & Yunus, M. M. (2020). Teaching strategies to develop higher order thinking skills in english literature. *International Journal of Innovation, Creativity and Change*, 11(8), 211–231.
- Sulkifli, S. (2021). The Importance of Understanding Student Character to Support Successful Learning in Junior High School. *Jurnal Konsepsi*, 10(3), 277–286. <https://p3i.my.id/index.php/konsepsi/article/view/122%0Ahttps://p3i.my.id/index.php/konsepsi/article/download/122/127>
- Syaepul Uyun, A. (2022). Teaching English Speaking Strategies. *Journal of English Language Learning*, 6(1), 14–23. <https://doi.org/10.31949/jell.v6i1.2475>
- Syafaruddin, B., & Dirhamzah, D. (2020). The Essence of Effective and Efficient Learning. *Journal of Islam and Science*. <https://doi.org/10.24252/jis.v7i1.15909>
- Usman, H. (2022). Implementation Of The Direct Learning Model (Direct Instruction) To Improve Skills Art Of Music In SBDP Lessons For Class V Students UPT SDN 3 Selayar Islamic District Bontoharu District Of Selayar Islands. *International Journal of Elementary School Teacher*. <https://doi.org/10.26858/ijest.v2i1.34069>
- Vishnevsky & Beanlands. (2004). Qualitative Research Vishnevsky and Beanlands. In *Interpreting Research in Nephrology Nursing*.
- Wilkinson, D., & Birmingham, P. (2003). Using Research Instruments: A Guide for Researchers. In *Using Research Instruments: A Guide for Researchers*. <https://doi.org/10.4324/9780203422991>
- Yunusa, U., & Ph, D. (2015). *Effect Of Cognitive Elaboration Strategy On English Language Anxiety Among Primary School Pupils In Zaria Metropolis , Kaduna State , Nigeria*. 11(1), 59–67.
- Zalmi, R. S. (2023). *Speaking Activities In English Club At Sman 1 Ngemplak Boyolali*. 31–41.