

TEACHING STRATEGIES IMPLEMENTED BY THE TEACHER TO MEET THE STUDENT'S NEEDS AT THE BATIK AND TEXTILE DEPARTMENT

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ABSTRACT

This study is aimed at describing teaching strategies implemented by the English teacher of the Batik and Textile Crafts Department at SMKN 1 Lintau Buo to meet the students' needs. There was one teacher as the respondent to this research because she is the only teacher who teaches English in this department. The data were collected through observation and interviews. After the data were collected, they were analyzed descriptively based on a descriptive-qualitative design. The results of this study demonstrated that the teacher employed a range of teaching strategies in her lessons. The English language instructions utilized were identical to those for general English, even though she was aware that teaching English in secondary vocational education should be considered teaching English for specific purposes. The course materials used for SMK are nearly identical to those used for general high school, and their contents are often insufficient for the demands of vocational students. This was the reason why the teacher used some strategies when teaching English. The teacher gave some attention to the needs of the students about specific English related to their major by adapting and modifying some materials from the internet and the other subject materials from the Batik and Textile Department, teaching English in a general to specific manner, and exploring students' prior knowledge related to the materials.

Keywords: Students' needs; Teaching strategies; The batik and textile department

INTRODUCTION

English language instruction and study now include studies regarding English for Specific Purposes, which has attracted increasing interest. According to earlier research on ESP, in order to create more innovative teaching methods, teachers' responsibilities and techniques are necessary (Brajac, 2014; Novita, 2018; Sintia, Surya & Susanta, 2019). A greater understanding of the many teaching pedagogies used in the classroom is crucial for English teachers. To help teachers with the teaching of English, a file containing techniques for the language has been produced by experts. The teacher might modify strategies for instruction from this file to fit the needs, interests, and qualities of the students as well as the lesson's themes.

Regarding the students' needs in learning English, the teacher has a special role in the process of teaching English for Specific Purposes (ESP). It is very important because it relates to the success of students in the learning process. According to Anthony (2019), English for Specific Purposes (ESP) refers to the teaching of English used in

academic studies or the teaching of English for vocational or professional purposes. This definition of ESP shows that there is a connection between the teaching process and students' fields of study.

The ESP teacher performs a need analysis to see how instructional strategies relate to the subjects that the students are studying. ESP teachers are especially concerned with noticing gaps between learners' present and target competencies since their approach is learner-needs-based (Belcher, 2009). Whether studying ordinary English or ESP, needs analysis has evolved and is now considered one of the primary tools in the language learning process. The history, theoretical basis, and methods of needs analysis in language instruction have been illustrated in this overview (Brown, 2016). Numerous professionals have also highlighted the significance of the learners' perspective in formulating the ESP curriculum's guiding principles. It is their belief that the learners' perspective largely encompasses the domain in which they will use their English proficiency going forward.

Furthermore, needs assessments via surveys and interviews should be used in research on language learners' needs. As a result, it can be said that needs analysis is one tool used in the material development process, which also includes goal-setting and content organization. Teachers can track the information about the abilities that students have learned and the skills they wish to enhance and improve by using needs analysis. A need analysis involves a number of steps, including gathering information about students' needs, hopes, beliefs, and points of view (Lee in Pranoto, B. E., & Suprayogi, S. 2020). For the purpose of achieving learning objectives and targets, detailed information about the resources, approach, and classroom setting is therefore thoroughly obtained (Boroujeni & Fard, 2013).

Following a need analysis, the teacher's strategies will determine how well the students learn English in the classroom—both general English and ESP. To accomplish specific goals in teaching and learning, teachers require a particular approach. According to Richards et al. (2002), a strategy is a set of techniques used in teaching, learning, and thinking that are employed to accomplish a certain objective. Every person has a unique method for achieving the goal or goals they have set for themselves. Teachers also experience that. The teacher's strategy for solving a problem could be different for another teacher. It is contingent upon the requirements of the students they serve or the intended learning outcomes. Selecting the best teaching technique to use in the classroom requires careful preparation and design (Orlich, et al., 2010). It's crucial to decide which approach and methodology will serve as the foundation for a certain plan.

Over time, methodologies and methods for teaching second or foreign languages have evolved and changed (Celce-Murcia, 2001). There are numerous ways and techniques that can be used as the foundation for learning and instructing in language classes. There is a wide range of strategies that stem from those ideas and procedures. To accomplish the learning objectives, a variety of approaches and variants can be used. The choice of strategy, approach, and technique to be employed during the teaching and learning process is based primarily on the learning objectives.

EFL teachers now need to be knowledgeable about and skilled in a variety of teaching techniques. Long lists of techniques have been established in EFL education to help English language learners. These tactics occasionally differ from the traditional or cutting-edge ones. The kinds of methods that are frequently employed in the four main language skills are explained by Celce-Murcia (2004). Additionally, Herrel and Jordan (2004) provided a list of fifty techniques for teaching English to non-native speakers. In Indonesia, English is regarded as the primary foreign language. According to Cahyono and Widiati (2011), teaching English as a foreign language should fulfill the need to teach students each of the language competencies: listening, speaking, reading, and writing.

Considering that, English instruction has been provided at nearly all school levels, ranging from elementary school through secondary school. According to Maharima and Hamdan (2011), it is a required subject in junior high and senior high schools, as well as vocational high school. The government has always been interested in vocational schools as unique schools that provide students with the skills necessary to accomplish a certain career. Vocational education is accepted in Indonesia's SMK (Sekolah Menengah Kejuruan) secondary school program. The Indonesian government is encouraging and investing more in the future development of vocational schooling through government vocational schools that meet international standards in response to the demand for a more skilled and specialized workforce. Thus, the students must be proficient in English, which is the prerequisite for entering the workforce. But in the context of Indonesian vocational education, it was discovered that the English study materials in Kurikulum Merdeka and Kurikulum 2013 are identical to those used in senior high school. Based on preliminary research about teaching strategies used in ESP classes by Cyntia et al. (2019) and Asmin (2019), it was found that there was a gap between the needs of the students and the available materials. The teachers had to choose their teaching strategies to overcome those problems.

In this regard, the researcher made an effort to find out whether the language teaching tactics employed by the EFL teacher in the Batik and Textile Department of SMKN 1 Lintau Buo were similar to or distinct from one another.

RESEARCH METHOD

Qualitative research is the method used for this study. It entails characterizing, evaluating, and interpreting current conditions. Rather than predicting results as in the positivist paradigm, qualitative research aims to fully understand a research subject by drawing on interpretivist and constructivist paradigms (Denzin & Lincoln, 2011).

Regarding this study, the primary data were thorough descriptions of the teaching strategies used by the teachers in the classroom, which were obtained by taking notes and recording the discourse. Transcripts of teacher interviews were used as additional data sources to verify the application of methods in lesson plans.

The primary research tool in this qualitative study was the researcher. Two methods were used to gather the data for this study: interviews and observation. Data on classroom activities were gathered by a nonparticipant observation. In this instance, the

researcher did not impede the course of instruction. In this investigation, the researcher was an impartial observer. Observing how specific strategies for instruction are used in class, how classrooms are set up, and how students react to the atmosphere in the classroom may all be learned through observation. To gather information about the teaching and learning practices employed in the English classroom at SMKN 1 Lintau Buo's Batik and Textile Department, the researcher conducted a semi-structured interview with the teacher.

The purpose of the study was to confirm the techniques employed in the teaching and learning process and to obtain in-depth information regarding the application of teaching strategies by English teachers. An English teacher at the Batik and Textile Department served as the study's subject. In order to get the data for this study, interviews and observations were conducted.

1. Observation

In a language classroom, observation is the deliberate study of instruction and/or learning activities using organized procedures for gathering and evaluating data (Richards, 2001). In this investigation, the researcher was an impartial observer. It indicates that the researcher made an effort to avoid interfering with the students' learning in any way. The researcher developed the observation sheet that was created based on Killen's observation sheet (Hayati et al., 2020) methodology for doing the observation. The researcher in this study was a thorough observer, as they watched every activity that took place in the school setting and did not participate directly in the process of instruction and learning. In addition to using a sheet for observation, the researcher recorded interactions and tasks throughout the course of instruction and learning using a cell-phone. A video or tape recorder guarantees the entirety of the conversation and offers information for dependability assessments (McMillan and Schumacher in Mashele, 2022).

2. Interview

An interview is a structured discussion between a researcher and a subject or group with the goal of obtaining data (Richards, 2009). Semi-structured interviews were used in this study. The list included several questions to help the researcher guide the teacher's interviews. The purpose of the study was to get more in-depth details regarding the strategies used by teachers to teach English and to investigate the rationale behind their choice of teaching techniques in the department of batik and creative crafts.

RESULTS AND DISCUSSION

Based on what was discovered from the researcher's observation and interview with the English teacher at SMKN 1 Lintau Buo, particularly with the students in the department of batik and textile crafts for the academic year 2023–2024, the instructor employed several strategies. This relates to Killen's (2000) perspective regarding teaching strategies, which are teachers' approaches for specific courses and the particular aims of the lesson, and how the lecturer's approach varied depending on the material provided.

The teacher must be knowledgeable about learning strategies in order to assist students in meeting the objectives of their educational experience. Furthermore, an approach that works well for one set of materials might not work as well for another. Given the learning objectives, it is possible that the teacher in this situation will employ a variety of teaching styles when instructing in English. To make the learning process successful and efficient, the teachers are expected to apply diverse strategies for different learning objectives.

The researcher additionally carried an observation sheet to record teaching and learning activities in the classroom in order to ascertain the teacher's approach. The researcher did the first observation on October 9, 2023. The class that the researcher observed was the first-grade students of the Batik and Textiles Department at SMKN 1 Lintau Buo. It consists of only eight students.

There were actually three big parts as the points of observation: the materials, teaching techniques, and students' needs. They were connected to each other. The first was the observation about the materials used by the English teacher. Whether or not the teacher used the main textbook, additional sources, modified materials, or created materials. The researcher noted that the teacher used the main textbooks. The books were provided by the government as the main sources for teaching and learning. They were not written in English for specific purposes, but the contents were based on English in general, as regulated in Kurikulum Merdeka. The teacher also used additional sources related to the topic, but they were also not in English for specific purposes. The students were asked to perform the dialog about asking and giving opinions. She started to teach the students about the topic in general. The teacher has not modified or created any specific material yet.

The second part of the observation list was the teaching techniques that the teacher implemented. This was the core of the study. The researcher would like to know how the teacher related the materials to the students' specific needs. The techniques that the teacher applied were starting from the general into the specific one. First, the teacher taught the materials as required by the curriculum. At the end of the process, the teacher came to a specific one. She asked the students to give their opinions about their studies. The researcher found that the teacher was encouraging the students to tell them a specific topic. They learned about batik and textiles that were connected to the topic of the lesson. The students responded that they had studied about general things related to their field of study since they were in the first semester. They added some more information that they had learned about the theory about the procedure for making batik. Then, the teacher asked the students to explain the steps of making batik directly. Unfortunately, they couldn't say it in English. Most of the students explained it in Indonesia. The teacher promised them that she would explain it later, when the class discussed the procedure text.

The last topic on the observation list was the students' needs. There were two focused questions. They were whether or not the materials related to the students' needs and whether or not the teacher emphasized special terms or vocabulary. It was

displayed by the teacher that she arranged the time for these specific materials, even though it was not too dominant.

The researcher did the next observation on November 20, 2023. The class that the researcher observed was still the same class as the first observation because the second grade students were outside the school doing their field practice. From this observation, the researcher found that the teacher taught about narrative text as stated in the Kurikulum Merdeka. The topic of the narrative text was Malin Kundang. At first, the teacher explained to the students the purpose of narrative text, the structures of narrative text, and the language features of the text. The method of instruction was largely the same as that of teaching English in general. When the teacher came to discuss some vocabulary, she introduced some words related to the students' field of study, such as textile, sarong, embroidery, cloth, wax, and materials. The teacher guided the students to use these vocabularies in simple sentences. The results of the students' work were not bad because the teacher excused them from using a dictionary and an electronic dictionary to help them understand the words.

After the lesson, the researcher conducted an interview with the instructor. The researcher planned to inquire about the instructional techniques employed. Regarding the way the instructor created the lessons and exercises, she told me that it was just how she always did it. She began by assessing student learning outcomes (Capaian Pembelajaran), developing learning goals (Alur Tujuan Pembelajaran), and developing lesson plans and modules. The teacher said that she got the required materials and resources from the students' major when the researcher asked how she assessed the students' English language learning needs to support their specialized field of study. She told me that the teacher actually mixed the materials, in response to my question about whether or not she just used what was in the textbook. The rest was derived from their primary textbooks and the primary English textbooks, from which she additionally downloaded certain resources from the internet. In addition, the teacher mentioned that she primarily taught English at pace E, or class X. The materials would become more specialized as the students advanced to the next level. But the teacher only used the internet to get the materials; she lacked sufficient references for the particular subjects. No particular book existed about it. The researcher then requested an example of a piece of content that catered to each student's unique needs. As she taught descriptive text, the teacher indicated that she would refer to the materials regarding various types of batik. She would make use of the information regarding the batik process, the material preparation, and the chanting procedure when she explained the procedure texts.

Based on the findings of the observation and interviews, the English teacher at SMKN 1 Lintau Buo primarily utilized the official government resources. In order to meet the needs of her students, she also employed a strategy that involved downloading and modifying materials. It was found that the English teacher of SMKN 1 Lintau Buo had difficulty designing the materials that suited the students' needs since there were no special textbooks printed for this. In order to solve this problem, the teacher also used the materials from the students' department subjects. These strategies were

implemented to fulfil the students' needs since there were not enough English-printed textbooks for specific or academic purposes at the vocational schools.

Teaching both English as a general language and English for particular purposes in her classes was another instructional strategy the teacher used. Regarding the Kurikulum Merdeka that this school used for grades ten and eleven, the teacher began by instructing students in English as a general language and concluded with English for Specific Purposes. Following the guidelines in the new curriculum, the teacher presented the materials in general. The researcher discovered that the goal of teaching English in the first grade of vocational school is now the same as that of teaching English in general high school, based on the teaching materials and teacher information. The topics are in general. Some materials from the batik major used to teach English were modified by the teacher for use with vocational school students, as their needs differ from those of general high school students. Although English was covered in class most of the time, the teacher went above and beyond to prepare the specific materials needed to support each student's major. When she taught about English in general, she would end with some specific terms or vocabulary related to batik and textiles. She also encouraged the students' prior knowledge related to the topic. By activating the students' background knowledge, she enabled the students to actively contribute to the lessons.

The last strategy implemented was activating the students' prior knowledge related to their field of study. Even though the teacher just encouraged it in a simple way, such as asking the students what they had learned, it helped greatly in designing the lessons. The teacher put the specific materials into her lessons, although it only took a little space. At least, the teacher kept the students' background knowledge valuable in learning English.

CONCLUSIONS AND SUGGESTIONS

In order to meet the needs of the students, the English teacher at SMKN 1 Lintau Buo's batik and textile department used three different teaching strategies. Since the textbooks currently in use are designed to teach English as a general language, the teacher first modified some materials from the students' department subjects. These materials included vocabulary and terms specific to the students' field of study, particularly batik and textiles. Teaching English in a general to specific manner was the second method. The teacher met the needs of the students as well as the curriculum. Fostering the students' prior knowledge of the subject matter of their studies was the teacher's final, but no less important, tactic. In order to elevate his English class, the teacher incorporated the students' past knowledge. To follow up on the limitations of this study, further research is needed to be conducted to develop the English-specific materials for vocational schools.

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