

CHAPTER I

INTRODUCTION

This chapter presents an overview of the research, including the research background, research questions, research purposes, research significance, research scope, the conceptual framework, and a review of previous studies.

A. Research Background

English as a Foreign Language (EFL) instruction necessitates efficient pedagogical tactics to guarantee that students cultivate broad language competencies. Considering the evolution of contemporary curricula and the varied requirements of learners, pedagogical methods can no longer depend exclusively on teacher-centered instruction. There is an increasing focus on communicative and student-centered methodologies that promote students' academic objectives, also boost their motivation and enhance overall learning outcomes, as noted by Anderson & Krathwohl (2001).

A variety of techniques that schools employ to engage students and meet their various learning demands are referred to as teaching strategies. Among these strategies, is include differentiated instruction, which adapts lessons to each student's level of ability by giving advanced learners extension activities and modifying assignments or extra help for students who need it (Tomlinson, 2001). This method not only caters to the varied needs of students but also encourages them to take responsibility for their own learning. By implementing these strategies in the classrooms, it promotes a vibrant, welcoming environment where students feel encouraged and involved, which eventually improves their academic performance and personal development, as noted by Gordon & Maxey (2000).

At Labschool UPI Cibiru Senior High School in Bandung, all grade students are enrolled in two types of English instruction: the Regular Lesson (General English Class) and the Intensive Lesson (English Reinforcement Class). Both of these class types are provided to all grade students without exception, not only to a particular group or single class. Therefore, all students participate in both General English and Intensive English lessons, scheduled separately in the curriculum. By providing these two distinct types of lessons, teachers enable to concentrate on applying the

most suitable methods tailored to the unique characteristics of the students in each group. Whether for foundational learning in the regular lessons or for more advanced instruction in the intensive lesson.

This approach enhances the educational experience while providing tailored support that addresses the unique needs of each student. The Regular Lesson (General English), conducted in accordance with Indonesia's National Curriculum, *Merdeka Curriculum*, which aims to effectively meet the educational needs of students. Students often require more guidance and a variety of learning materials. Teachers focus on fundamental skills and concepts to improve communication abilities, concentrating on everyday conversational abilities and vocabulary expansion (Hutchinson & Waters, 1987). They also gain from an understanding of reading comprehension and cultural contexts, which is vital for effective communication in diverse settings (Jordan, 1997). Following the established curriculum, the class prioritizes interaction through activities like role-plays, group discussions and pair work, ensuring that all strategies are designed to address students' varied needs and provide practical learning opportunities.

Conversely, focus in Intensive Lesson tend to be more independent and utilizing more complex resources and have more targeted needs, further supported by the use of the Pearson English Curriculum, which provides internationally recognized teaching materials aligned with the Common European Framework of Reference (CEFR), such as preparation for language proficiency examinations like TOEFL or IELTS, which necessitates a focus on academic language skills (Swales & Feak, 2004). Students engage deeply with key language elements, including grammar and communication. By concentrating on grammar, they learn sentence structure and proper language usage, essential for improving their writing and speaking skills (Biber, Conrad & Reppen, 1998). Furthermore, the lesson promotes active communication practice through group discussions and presentations, enhancing students' confidence and public speaking abilities. According to Wilks & Lundy (2009), this interactive and supportive environment not only motivates students but also helps them master the skills necessary for future academic success.

These two types of instruction are designed with different pedagogical goals and approaches. However, to date, there has been no in-depth study examining whether teachers apply distinct teaching strategies in each context. This lack of comparative analysis raises critical questions about instructional alignment and pedagogical responsiveness. Without such an investigation, schools may overlook opportunities to optimize teaching strategies in line with the unique objectives of each class. Therefore, this research seeks to fill that gap by conducting a comparative analysis of teaching strategies used in both General and Intensive English lessons, aiming to inform more effective and differentiated instructional practices. Additionally, if teaching methods lack variety or engagement, some students may become disinterested (Fredricks, Blumenfeld & Paris, 2004). Educators can use differentiated instruction, as introduced by Tomlinson (2001), to address individual student needs in both regular and intensive lesson. In regular lesson, it accommodates varying abilities, while in intensive lesson, it offers targeted support for meaningful engagement with the curriculum.

Nonetheless, there is a scarcity of research that directly compares the teaching strategies used in these two lesson types. Previous studies conducted are crucial for gaining insights into the effectiveness of various teaching methods. First, study by Xu (2024), conducted a comparative analysis of English as a Foreign Language (EFL) teaching methods in Germany and China across various educational levels. The study found that while Germany focuses on immersive learning and practical application, China prioritizes theoretical understanding. Despite these differences, both countries share a commitment to improving English proficiency among students.

A study by Javid, Althobaiti, and Al-Malki (2021), conducted a comparative analysis of effective online teaching strategies used during the COVID-19 pandemic across universities in Saudi Arabia and other Gulf countries. The study found that strategies emphasizing interaction, such as asking comprehension questions, teacher-student engagement, and oral feedback were perceived as the most effective in enhancing student motivation, comprehension, and participation. In contrast, more passive methods like lecturing and written assignments were rated

less effective. Moreover, Bisesi & Michelini (2012), compared two strategies for teaching special relativity in secondary schools: a formal, analytical approach and an empirical, conceptual one. Findings showed that while the analytical method helped students perform better on structured problem-solving tasks, the empirical method fostered deeper conceptual understanding and flexible reasoning. Both proved effective, showing the value of varied teaching styles in physics education.

Therefore, this study undertakes a comprehensive comparison of the strategies employed by teachers in both regular and intensive lesson in teaching English. As differences in teaching strategy can significantly impact the quality of classroom interaction, student participation, and overall learning outcomes. The study aims to contribute both theoretically and practically to the field of English language teaching at the senior high school level.

B. Research Questions

Based on the background of the study, the research questions are formulated as follows:

- 1) What teaching strategies are used by teachers in the English Regular Lesson and the Intensive Lesson at Labschool UPI Cibiru Senior High School?
- 2) What are the key differences on teaching strategies employed by teacher in the English Regular Lesson and the Intensive Lesson at Labschool UPI Cibiru Senior High School?

C. Research Purposes

By examining the research questions, the study seeks to achieve specific objectives that will contribute to a deeper understanding of the topic at hand:

- 1) To identify the teachers' teaching strategies used in the English regular and intensive lesson at Labschool UPI Cibiru Senior High School.
- 2) To compare the teachers' teaching strategies employed in the English regular and intensive lesson at Labschool UPI Cibiru Senior High School.

D. Research Significances

This study holds both theoretical and practical significance:

- 1) Theoretical Significance:

This research contributes to the academic discourse on English Language Teaching (ELT) by exploring how varied teaching strategies influence language process. Specifically, it examines the application of differentiated teaching methods in two distinct learning environments: the English regular lesson and the English intensive lesson. The findings aim to expand the understanding of effective pedagogical practices in EFL classrooms, particularly within the Indonesian context, where diverse learner needs and proficiency levels are prominent.

2) Theoretical Practically:

The findings will provide practical insights as a valuable resource for curriculum developers and educational policymakers can utilize the insights gained from this study to design more effective English language curricula. Also contributes to the broader field of English as a Foreign Language education by providing insights into pedagogical approaches that can be adapted and implemented in various educational contexts.

E. Research Scope

The study will address the differences and similarities in instructional focus between the two lessons, the regular lesson (General English) and the intensive lesson (English Reinforcement Class). This study will utilize a case study approach to compare the teaching strategies used in the two types of lessons. This approach is selected because it enables the researcher to perform a thorough analysis of the context and instructional processes in both environments.

The study focuses only on a limited number of teachers, two from each lesson, and classrooms observation limited in grade 10 and 11, which may not fully represent the variety of teaching strategies used by other educators in different contexts. While previous studies on this subject often use quantitative methods to connect teaching strategies with student learning outcomes, this research concentrates on the teaching strategies utilized in two classrooms that demonstrate notable differences in their learning curricula with case study design.

Additionally, this research geographically limited to Labschool UPI Cibiru and conducted during the academic year 2025. Through this study, it is expected to provide in-depth insights into the differences and similarities in pedagogical

approaches between the regular lesson (General English) and the intensive lesson (English Reinforcement Class).

F. Conceptual Framework

A conceptual framework serves as a foundational structure that guides research by outlining the key concepts, variables, and their relationships within a study. It provides a visual representation or a narrative description that helps to clarify the research problem and the theoretical underpinnings of the study.

Lawton and Sarode (2018), define a teaching strategy as a general plan for a lesson that outlines the expected student behaviours and the tactics necessary to achieve instructional objectives. Teaching strategies encompass a range of methods that educators employ to improve learning and increase student engagement in the classroom. These strategies are vital for creating an effective learning environment, as they meet the diverse needs of students and encourage active participation. By incorporating a variety of teaching strategies, students are more likely to achieve better learning outcomes. These strategies not only boost academic performance but also foster essential skills such as critical thinking, collaboration, and problem-solving (Tomlinson, 2014). Different approaches to content delivery can be utilized to implement a variety of teaching strategies, thereby creating a comprehensive learning experience for students in both regular and intensive language lesson.

The regular lesson is a standard learning program adheres to a general curriculum and pacing, designed to meet the diverse needs of students with varying learning requirements (Slavin, 2020). It employs conventional teaching methods such as lectures, discussions, and regular assessments, which provide a balanced and gradual learning experience (Brookfield, 2017). This approach facilitates consistent progress and accommodates different learning speeds, promoting thorough knowledge retention over time. It is well-suited for long-term academic growth (Slavin, 2020).

In shifting the focus to more targeted instruction, intensive lesson employs high-impact teaching strategies such as active learning, project-based learning, individualized mentoring, and immersive techniques. The emphasis is on optimizing efficiency and understanding within a limited timeframe (Kuh, 2009).

Students are anticipated to be highly engaged and dedicated, as the accelerated pace demands increased focus and discipline. Consequently, the learning outcomes tend to be more specialized, resulting in a deeper understanding (Smith, 2018). Assessments are conducted frequently and are rigorous to monitor swift progress, incorporating practical applications (Biggs & Tang, 2011).

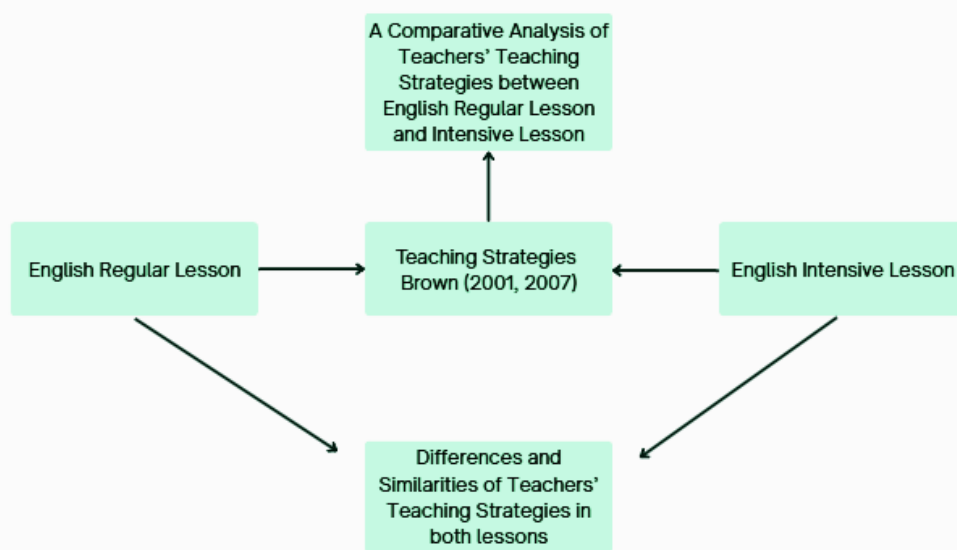


Figure 1. 1 Conceptual Framework

G. Previous Studies

The existing literature on teaching strategies has identified a notable gap in comparative analyses between two lessons. This highlights the necessity for a focused investigation into how various pedagogical methods in these distinct environments. First, study by Padmadewi, Artini & Putu (2013), conducted a comparative study examining different teaching strategies based on text types and their impact on students' speaking competencies. Their findings underscore the significant difference in students' speaking competency was identified between the two teaching strategies, and no interaction effect was detected between the teaching strategies and text types regarding students' speaking proficiency. These findings

underscore the necessity of selecting teaching strategies that are appropriately aligned with the text types utilized in speaking classes.

Second, Mainit & De Leon (2002), explored the teaching strategies employed in cultural and heritage lessons at a selected Chinese-Filipino school. Their research revealed that Social Development Theory plays a crucial role in the teaching-learning process, as opportunities for social interaction foster student development. The use of diverse teaching strategies not only encouraged student interaction but also promoted creativity and healthy competition among peers.

Third, Rahmanida (2023), investigated the strategies used by English teachers in junior high schools. The study identified Question Answer Relationships (QARs) and Transactional Strategies Instruction (TSI) as the primary strategies employed, with TSI being the dominant method utilized by teachers in Banda Aceh. Fourth, Khofifah et al. (2024), investigated teacher strategies in implementing the *Merdeka* curriculum, in fifth grade at SDN 2 Jatibarat, Jepara Regency. The research aims to identify teachers' strategies in implementing the Merdeka curriculum, explore the challenges faced, and evaluate the success evaluation methods used by fifth-grade teachers at SD Negeri 2 Jatibarat. The research found that teachers employed a range of adaptive strategies including participation in workshops, utilization of the *Platform Merdeka Mengajar* (PMM), and adoption of project-based and group discussion learning.

Lastly, Alfianti, Riputri & Hadiyanti (2024), the research focuses on the implementation of the integration of the IPC (International Primary Curriculum) and Merdeka at National Plus Schools in Indonesia. It aims to examine how the integration between the international curriculum and the national curriculum occurs in Indonesian schools. The findings indicate that the implementation of the IPC (International Primary Curriculum) at SD Cahaya Bangsa Utama is running well.

While numerous studies have explored various aspects of English language learning strategies such as focusing on text types (Padmadewi, et al., 2013), cultural contexts Mainit & De Leon, 2002), or strategies at the junior high school level (Rahmanida, 2023), this study introduces a novel perspective by systematically comparing teaching strategies employed in regular and intensive English language

class within the same educational institution and high school level. In contrast to prior studies that have largely concentrated on quantitative results or isolated elements of language acquisition, this study employs a qualitative case study methodology to deliver a comprehensive examination of teaching strategies where a significant strength of this research is its emphasis on the viewpoints and methodologies of the participating teachers, rather than concentrating exclusively on student outcomes. Consequently, it addresses a critical gap in the current literature and provides significant insights into the effects of diverse instructional approaches on student engagement and learning outcomes across different classroom environments.

