

# THE STRATEGIES OF ENGLISH LANGUAGE TEACHING AT IAIN BONE

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## ABSTRACT

This research aims at investigating the strategies of English language teaching at IAIN Bone. The data were collected through structured interview. The strategy aims to improve language skill, improve knowledge, reaching goals and encourage motivation. It is to promote critical, reflective thinking and evaluation skills that will help students to take positive action to protect, enhance and advocate for their learning. Lecturers use communicative personal and pedagogical capability to work collaboratively with their students in learning activities. There are nine students of IAIN Bone involved in this research. The lecturers are hoped to bring and involve the students into a quality of better education. There are five teaching strategies found in this research: 1) apply method based on the material; 2) have clear instruction and method; 3) lead the students to the greater understanding; 4) have adequate knowledge about their individual students; and 5) build a good rapport with students.

**Keywords:** teaching strategy, lecturer, students of English Language Teaching

## INTRODUCTION

The quality of teachers and teaching are the most dominating factors that affect learning at large scale. Additionally, teacher performance denotes teachers' ability to function effectively in performing his teaching tasks with high skills and effort with regards to his subject matter using a sound pedagogical content that leads to student's understanding and effective learning. English language teaching is defined as the teaching activity that is doing by an English teacher. Getting pupils' attention at the beginning of the lesson is vital as pupils need to be physically, emotionally and mentally ready before engaging in the lesson (Lim, 2005).

The teachers are expected to train students not only in numbers and letters but also in soft skills that will increase their employability when they enter the employment market. Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. The teachers adopt their teaching strategies for coping with their teaching challenges, shape language learners' learning environment, their motivation, their language ability, and need to have ability to adapt with various situations that confront them in class. Janatun (2013) claimed that the strategies used by the teachers were categorized into bottom-up, top-down and metacognitive.

Indonesian school and institute system rely on efficient teachers to provide the most effective strategies and language teaching instruction to improve students' education. A lecturer must choose an appropriate technique in teaching to make the teaching and learning process in the classroom effective. Students require different characteristics and teaching techniques from the classroom teacher to sufficiently meet individual learning style needs

during teaching and learning process. English language teachers must be able to link mastery of skills with the student's comprehension process. Teaching requires educators to deliver effective teaching instruction with specific characteristics that are critical in providing and implementing an effective language teaching program. Panhon & Wongwanich (2013) stated that enhancing teachers' teaching standards will provide a positive development of students' achievement. In line with Richards & Bohlke (2011) stated that a language lesson consists of a sequence of activities that lead toward your lesson goals or objectives.

There is no consensus on what constitutes a learning strategy in second language learning or how these differ from other types of learner activities. Learning, teaching and communication strategies are often interlaced in discussions of language learning and are often applied to the same behavior. Further, even within the group of activities most often referred to as learning strategy, there is considerable confusion about definitions of specific strategies and about the hierarchic relationship among strategies. Apelgren and Giertz (2010) defined pedagogical competence is the ability to apply attitude, knowledge, and skill in the best way regularly.

Taggart & Wilson (2005) asserted learning depends on a complex set of personal characteristics that includes values, attitudes, aspirations, level of cognition, preferred learning style, self-confidence, and health. The educational interests of students are best served by teachers who practice under conditions that enable them to exercise professional judgment. Teachers have a right to participate in all decisions that affect them or their work and have a corresponding responsibility to provide informed leadership in matters related to their professional practice. Professional development for teachers should be analogous to professional development for other professionals.

The teachers tend to adopt strategies and techniques that are likely to work in practice. For this reason the invocation of disciplinary knowledge is likely to be informed by teaching material and purpose, students' background experience, current learning needs and dispositions. Teachers also must have opportunities to develop understanding of how students with diverse interests, abilities, and experiences make sense of scientific ideas and what a teacher does to support and guide all students. And teachers require the opportunity to study and engage in research on science teaching and learning, and to share with colleagues what they have learned. Ball and Forzani (2009) defined work of teaching is the core tasks that teachers must execute to help pupils learn.

A good teacher notices when even one student among many does not understand, and makes an effort to communicate individually when necessary. Communication also involves explaining exactly what the assignments and expectations are. When students fully understand what is expected of them, it's much easier for them to deliver. Interestingly, not only are communication skills incredibly important in the classroom, but they are among the most important skills in any setting.

Perry (2001) defined teaching strategies as the way of a teacher to play with children. Wilson & Lizzion (1997) stated that the quality of lecturer is an important aspect in providing effective instruction to students. It is vital to locate conceptions of teacher professionalism in relation to changing historical, political and social contexts because multiple meanings have changed and developed over time and in contestation between rival stakeholder groups and their interests (Hilferty, 2008). Olweus (2003) suggested several strategies that can be used by teachers to prevent negative behavior at individual level such as serious of all children involved. Individual level focuses on the treatment of pupils who display problematic behavior talks with pupils involved, support for parents, and discussion groups among parents.

Several studies on teaching strategies were carried out, among others are about English Language Proficiency in Indonesia: Issues and Prospects by Renandya and his friends (2004). In this study they elaborated that there are seven aspects of teaching: (1) Exploitation of target

language resources; (2) Provision of appropriate language models; (3) Provision of corrective feedback; (4) Use of the TL to manage the class; (5) Provision of accurate explanations; (6) Provision of rich language input; and (7) Ability to improvise.

The other study entitled *Why Teachers Teach the Way They Do: Factors Influencing the Perceptual Teaching Styles of Teacher Candidates in Math Education* by Balachandran (2015) claimed that there are some factors that influence teaching strategies. Those factors are related to teacher, student, environment and the lesson. The factors relating to the teachers include the knowledge to use the resources, the ability to manage the class, doing adjustment based on students' learning styles. Moreover, the factors relating to the students are class composition, grade level, benefit from a certain instruction and students' engagement. Meanwhile, the factors relating to environment consist of the resources of learning that support the learning process. At last, the factor relating to the lesson is fostering contextual learning which relates the lesson with the real life.

In teaching English to young learners, McCloskey stated in his article entitled *Teaching Young Learners of English: Integrating Principles and Practices* (2014) that there are eight principles that a teacher should take into account. They are: offer learners enjoyable, active roles in learning experience; help students develop and practice language through collaboration; use multi-dimensional, thematically organized activities; provide comprehensible input with scaffolding; vocabulary learning: an active approach; integrate language with content; validate and integrate home language and culture; provide clear goals and feedback on performance.

Yun Ho in her research about Teaching strategies, their use and effectiveness as perceived by teachers of agriculture (1997) found that the student factors, subject matter and teacher factors were placed in the first stage of the process for selection of appropriate teaching strategies, because the three factors are basic elements of education. Student factors include prior knowledge, motivation, attitude, learning style, and values and interests, because these factors are known as significant components in a learner's achievement. Students vary considerably as to their background. Furthermore, there is an assumption that students learn at different styles, speeds, levels of prior knowledge and environments when the subject matter is given by way of a variety of teaching strategies. Teacher factors include job satisfaction, teaching style, attitude, experience and philosophy, because these factors are very important for the teacher to successfully accomplish his/her tasks teaching activities. Subject matter is a curriculum or program to be prepared by teachers or schools or other related institutions. Once the subject matter is decided it must be broken down into various pieces or steps to allow a progressive acquisition of the knowledge and skills. Teachers must consider the resources available in the school and community as well as the needs of the student as methods and tools are selected. The units of instruction should be analyzed to fit the student-teacher activities for the class. The units will vary depending on the subject matter. The units identify what the students will learn and what teachers will deliver. This stage can be one of the most important components in the process of successful selection of the teaching strategies. This stage allows the determination of the student-teacher activities. Once again student and teacher factors should be considered as the analysis of student-teacher activities are determined. This is a critical stage because teachers must identify all possible teaching and learning situations to maximize teaching and learning effectiveness. Furthermore, the basic teaching and learning principles should be considered as final selection of the strategies and tools is made.

Sarjan & Mardiana in their article *An Analysis on the English Teachers Strategies in Teaching Reading comprehension SMP 1 of Wonomulyo* (2017) showed that the strategies that the teacher used in teaching reading comprehension in SMPN 1 Wonomulyo were two strategies, Scaffolding strategy (1), and QARs (Question Answer Relationship) (2). The teachers used these strategies to make the student understand the reading text and the students

guided to more focus on the text and also teacher could help students in developing the meaning contained in the text reading so that students more easily understand the contents of reading. How the implement of the English teacher strategies in teaching reading comprehension in SMPN 1 Wonomulyo, the strategy used by the teacher were (1) scaffolding strategy, can develop about idea which readable. The last strategy was used by this teacher (2) QARs (Question Answer Relationship) where when students finished reading the text the teacher asked the vocabulary in the reading. This strategy was used so that students understand the reading and understand the contents of the reading. Based on this research, those strategies were effective in teaching reading comprehension because can help student to comprehend the text. In short, those strategies gave good contribution for teacher. Students who have difficulty in reading would be easier in mastering reading comprehension. With used this strategy the teacher more easily gave the material to the students. Those strategies could help the teacher because the students more active. And the students could exchange their opinion with their friends.

Awang, Mohd. Mahzan, et. al. in an article about *Effective Teaching Strategies to Encourage Learning Behaviour* (2013) found five teaching strategies were identified and observed: encouragement, praising, guidance, positive reinforcement and ignorance. Overall results suggest that the effectiveness of induction-set is dependent on teacher's creativity and pedagogical content knowledge. As one strategy does not fit all situations, it is vital for the teacher to initiate creative lesson plans to attract pupils' attention. This study provides insight to effective teaching practice for promoting learning behaviour in classroom contexts. Implications towards teaching practices are discussed.

Mocinic, SN. 2012. In her article entitled *Active Teaching Strategies in Higher Education* stated that an especially important role is played by active teaching methods and procedures which recognize different needs of individual students, asking them to assume reliability for personal learning and promoting critical thinking and independent learning. The leader of these changes is the teacher who must be able to implement various different teaching methods and procedures and to alternate them strategically encouraging creativity, problem solving, experience-based learning and metacognition. The fact that working methods and procedures, such as guided conversation, participation of student in discussions and debates, are being used on a more frequent basis, indicates a positive movement in the reorganisation of university teaching process. Nevertheless, our research indicates the still predominant position of the oral lecture method and the need for a more varied usage of teaching methods and procedures enabling students to be more active and to assume greater liability in their own educational process.

Dragovich, Colleen & Odeh Halaseh in a study about *Effective Teaching Strategies in Higher Education* (2020) gave thought-provoking methods as teaching strategies in higher education for improving the effectiveness of teaching within classrooms. The techniques are: (1) practice testing- very effective under wide array of situations; (2) distributed practice-very effective under a wide array situations; (3) Interleaved practice- promising for math and concept learning, ut needs for more esearch; (4) ellaborative interrogation-promising, but needs more research; (5) self explanation-promising, but needs more research; (6) rereading-distributed rereading can be helpful, but time could be better spent using another strategy; (7) highlighting and underlining-can be used as a first step forward further study; (8) summarization-helpful only with training on how to summarize; (9) keyword mnemonic-somewhat helpful for learning languages, but benefits are short-lived; (10) imagery for text-benefits limited to imagery-friendly text, and needs more research.

Knowing the strategy in English language teaching at IAIN Bone is to support and to complement the other teachers or lecturers' strategy in teaching English the other aims to improve language skill, improve knowledge, reaching goals and encourage motivation. It is to

promote critical, reflective thinking and evaluation skills that will help students to take positive action to protect, enhance and advocate for their learning. Lecturers use communicative personal and pedagogical capability to work collaboratively with their students in learning activities. The lecturers are hoped to bring and involve the students into a quality of better education. The previous studies researched about the teaching strategies in different level of students and in several countries. The level of students is the young learner, students of agriculture, and the other is student in university. Basically, this research has the same target with the other researches namely finding the best and the appropriate methods and strategies in teaching English for students but this research is focused on the teaching strategies by a teacher (lecturer) in IAIN Bone.

## **METHOD**

This research is qualitative research and it was case study at IAIN Bone. It was considered appropriate to investigate the strategy of English language teaching. It was used to frame the effective strategies of English language teaching at IAIN Bone. In this research, three techniques of data collection were used in this research to ensure reliable data result and adequate descriptions of the phenomena studied: semi structured interviews, classroom observation and document analysis. Hancock (2002) stated qualitative research is concerned with developing explanations of social phenomena. That is to say, it aims to help us to understand the world in which we live and why things are the way they are.

The participants of the research were one teacher (lecturer) of IAIN Bone and nine students as respondent who were in English department of State Islamic Institute (IAIN Bone), Bone district, in South of Sulawesi Province, Indonesia. The participants of this research were nine students aged 21-23. All of the participants use Buginess as their native language and English as their foreign language. The teacher and students as the participants were selected based on the observation of the research. The students as participants in this research were taken from the students of English department at IAIN Bone. This research used some kinds of instruments: (1) The Researcher, the researcher himself who conduct this research; (2) Observation and interview, data was gathered by simply watching the participants and the respondents were interviewed for taking the desired data; (3) Diary, it is used to take a note; (4) The video camera, it was used to take the pictures for this research; (5) Document, it was used to collect the information of respondent and the organization.

Data collection methods were time consuming and consequently data was collected from smaller numbers of people than would usually be the case in quantitative approaches such as the questionnaire survey. The benefits of using these approaches include richness of data and deeper insight into the phenomena under study. Hancock (2002) asserted qualitative approaches to data collection usually involve direct interaction with individuals on a one to one basis or in a group setting.

The data were taken from the interview and observation. It was analyzed by using Thematic Analysis. Data analysis in a qualitative study was a dynamic, intuitive and creative process of thinking and theorizing. The data analysis was a process of ranging the data orderly, organizing in one pattern, category, and describing the data unity.

## **FINDINGS AND DISCUSSION**

### **Providing the Teaching Procedure and Teaching Material in Different Methods**

This strategy was revealed when the informants were asked about what the lecturers should provide before teaching:

*“As a professional lecturer, we need to **provide the teaching procedure** (lesson plan) and **teaching material** that we are going to apply in the class. Besides, we need to keep updated with the latest knowledge regarding the material that we will deliver”.*

*“In teaching, I try to **apply different methods** which are based on the material and the level of the students that I am going to teach. By using different teaching method in every meeting, it also makes the students interested in learning”.*

*“I believe that every student has his/her character and ability which means he/she has different preference in learning. Therefore, I try to do my best to accommodate all those preferences by **applying different teaching method in every meeting**”.*

### **Developing Cooperation, Encouraging, and Giving and Receiving Feedback**

This strategy was revealed by the informant when they were asked about the principles in teaching:

*“My teaching principles in the class are: trying to encourage a good relationship among the students and between the students and the lecturer, **developing a two-way cooperation among the students, encouraging active learning, giving and receiving feedback** and accepting respect upon diverse talents and ways of learning”.*

### **Building Good Rapport, Evaluator, Advisor, and Friend of Students**

This strategy was revealed by the informants when they were asked about how the lecturer should treat the students:

*“I try to **build rapport** with my students in the class. Therefore, I do not only act as a lecturer, but also as their parents and treat my students as my own children. Besides, I also act as **an evaluator, advisor** and sometimes as **a friend**. By doing so, I expect my students to be more motivated in joining my class”.*

*“I think, there are some specifications of a professional English language teacher. They are: the teacher should be able to **create a good relationship** with his/her students; being patient, caring and kind personality; keeping updated with new knowledge and also being dedicated and passionate in teaching”.*

### **Teaching Effectively, Being motivated to Learn and Never Stop Learning**

This strategy was revealed by the informants when they were asked about the importance of teaching:

*“From my perspective, the most important thing in the teaching process is how **the lecturer effectively** teaches and helps their students to understand the material and to **keep being motivated to learn**”.*

*“From my point of view, being a lecturer is one of the challenging professions. It forces us to **never stop learning** and improving ourselves to make our teaching even better”.*

*“Teaching is one of the noble professions. By teaching, we provide the young generation to be better and ready to face the real life. Teaching is a dynamic activity that requires us as a lecturer to keep **improving our ability to teach**”.*

*“In my opinion, a professional English teacher should be able to engage and motivate the students to learn. A great teacher always motivates his/hers students to be successful in and out of the school”.*

A core responsibility in a teacher's work is to make new subject content understandable and learnable to students. It is generally expected that teachers should have the necessary communication repertoire to help students understand new information. The teacher should provide the necessary resources, enhance the quality of discussion by allowing the students to tap into their curiosity, engage in intellectual interpersonal discourse with their friends, and encourage themselves to get vital information.

Teachers need to have the ability and willingness to teach in the best way. They show commitment to teach the best way in the long term, even on the same course. They do not reduce their quality of their teaching even though they teach the same course for several times. A lecturer should possess basic qualities such as "expertise on the subject matter, motivating for learning, awareness of student differences, planning the teaching process, knowing and using teaching-learning strategies, designing learning environment, effective communication and effective evaluation. It is an important part of teacher's job to motivate learners. more recent 'learner centered' approaches to language teaching. The teacher also can acquire the information about students understanding related to the material that they accept during the learning process. The teachers often have difficulties to recognize students' difficulties when they face a big number of students in one class. Designing learning environment as important part of motivating learners is very closely related to student's learning styles. Understanding student's learning styles is crucial in motivating student learning. The important of knowing the students' learning style is also found in Yun Ho' research about teaching strategies, their use and effectiveness as perceived by teachers of agriculture (1997). She found that Student factors which is included prior knowledge, motivation, attitude, learning style, and values and interests are factors known as significant components in a learner's achievement. Students vary considerably as to their background. Furthermore, there is an assumption that students learn at different styles, speeds, levels of prior knowledge and environments when the subject matter is given by way of a variety of teaching strategies. Teacher factors include job satisfaction, teaching style, attitude, experience and philosophy, because these factors are very important for the teacher to successfully accomplish his/her tasks teaching activities.

The same thing about the importance of understanding the students' learning style is found by Balachandran in his study on Factors Influencing the Perceptual Teaching Styles of Teacher Candidates in Math Education by (2015). He claimed that there are some factors that influence teaching strategies. Those factors are related to teacher, student, environment and the lesson. The factors relating to the teachers include the knowledge to use the resources, the ability to manage the class, doing adjustment based on students' learning styles. Moreover, the factors relating to the students are class composition, grade level, benefit from a certain instruction and students' engagement. Meanwhile, the factors relating to environment consist of the resources of learning that support the learning process. At last, the factor relating to the lesson is fostering contextual learning which relates the lesson with the real life.

Knowing students' learning styles as one part of prior knowledge of students in designing teaching strategies was also revealed by Italian author, Zanchin (2002) in Mocić (2012). He thinks that strategies of active teaching must possess the following characteristics: (1) integrate thought and practical activities; (2) enable varied learning styles; (3) enable a methodologically correct teaching of curriculum contents regarding single disciplines; (4) promote cognitive interaction with the others, whether adults or peers; (5) develop higher-level cognitive processes; (6) foster reflection and metacognitive activity; (7) support readiness to carry out tasks and motivation to learn; (8) enable observation and monitoring of students (e.g. their preknowledge and learning styles). Observing and monitoring students learning styles become one of strategies of active teaching which must be possessed by English language teacher. In line with that, Akinwumi (2007) in Ayua (2017) said that this is because no education can rise above the quality of its teachers in The teacher's real effectiveness involves knowledge of

what to teach, how to teach it, when it should be taught, whom is to be taught, why it is taught and even where to teach.

A teacher needs to know what students want to learn and how they will facilitate learning; and the product (the written program) provides guidance and simplifies teachers' day to day decision making. One of the main purposes of a self-access centre is to provide learning consultation to help learners develop learner autonomy. Communicating with parents is needed for gaining and knowing the students' condition and learning style. Olweus (2003) suggested several strategies that can be used by teachers to prevent negative behavior at individual level such as serious of all children involved. Individual level focuses on the treatment of pupils who display problematic behavior talks with pupils involved, support for parents, and discussion groups among parents.

Fry, et. al (2009) also support about the important of focusing on students' learning style especially in higher education because this matter is determined what strategies will be applied in the classroom. They said that many 'types' of learning that are often used and discussed in higher education, including experiential learning, student autonomy and self-directed learning, belong in or derive from the tradition of adult education. Furthermore, considerable areas of work in higher education around the student experience, supporting students and widening participation are closely linked to work and ideas in adult education. Many of those who have worked with learning styles and approaches to learning have developed questionnaire-type taxonomies, or inventories, for identifying the approach (e.g. Marton et al., 1997, originally 1984) or style being used by the learner. These should be used appropriately and interpreted with caution if one regards the underlying concepts or characteristics as in a state of flux. This has not prevented lecturers from using them to 'diagnose' student learning. Their use does have the advantage of helping students to think about how they best learn and whether they would benefit from trying to modify their behaviour; and for the teacher to consider if changing the curriculum design, especially the assessment, would change student behaviour.

In teaching, the researcher thinks that when the students are in a good motivation, they will feel welcome in classroom. When the students' sense of belonging is cultivated, the students will feel comfortable for staying to learn in classroom. Different and alternative methods will accommodate students' preferences and help students to achieve the course objective. Talking about applying different method based on the level of students as differences between genders, and students' level of understanding, and a variety of backgrounds must be a particular attention whereutilizing of a variety of teaching methods helps tomanagethe students' enthusiasm. Encouraging, praising, and guiding are things which are could build the student's good motivation since making the students being motivated is on of effective teaching strategies. The same strategies found by Awang, Mohd. Mahzan, et. al. in an article about Effective Teaching Strategies to Encourage Learning Behaviour (2013). They found five teaching strategies were identified and observed: encouragement, praising, guidance, positive reinforcement and ignorance. Overall results suggest that the effectiveness of induction-set is dependent on teacher's creativity and pedagogical content knowledge. As one strategy does not fit all situations, it is vital for the teacher to initiate creative lesson plans to attract pupils' attention. This study provides insight to effective teaching practice for promoting learning behaviour in classroom contexts. Implications towards teaching practices are discussed.

Providing the teaching procedure and teaching material in different methods is one of teaching strategies at IAIN Bone. Remembering that the teacher faces the student in college, the teacher must apply several different teaching methods to promote the students' critical thinking and to accomodate the students' different needs. This is relevant with the findings in Mocinic' article (2012) about Active Teaching Strategies in Higher Education. She stated that an especially important role is played by active teaching methods and procedures which recognize different needs of individual students, asking them to assume reliability for personal



learning and promoting critical thinking and independent learning. The leader of these changes is the teacher who must be able to implement various different teaching methods and procedures and to alternate them strategically encouraging creativity, problem solving, experience-based learning and metacognition. The fact that working methods and procedures, such as guided conversation, participation of student in discussions and debates, are being used on a more frequent basis, indicates a positive movement in the reorganisation of university teaching process. Nevertheless, our research indicates the still predominant position of the oral lecture method and the need for a more varied usage of teaching methods and procedures enabling students to be more active and to assume greater liability in their own educational process.

Providing the teaching procedure and teaching material in different methods is one of teaching strategies at IAIN Bone seems to need further study. In essence that preparing different methods of teaching students in college is an important thing and needs to get special attention as stated by Dragovich, Colleen & Odeh Halaseh in a study about Effective Teaching Strategies in Higher Education (2020). They gave thought-provoking methods as teaching strategies in higher education for improving the effectiveness of teaching within classrooms. The techniques are: (1) practice testing- very effective under wide array of situations; (2) distributed practice-very effective under a wide array situations; (3) Interleaved practice-promising for math and concept learning, ut needs for more esearch; (4) elaborative interrogation-promising, but needs more research; (5) self explanation-promising, but needs more research; (6) rereading-distributed rereading can be helpful, but time could be better spent using another strategy; (7) highlighting and underlining-can be used as a first step forward further study; (8) summarization-helpful only with training on how to summarize; (9) keyword mnemonic-somewhat helpful for learning languages, but benefits are short-lived; (10) imagery for text-benefits limited to imagery-friendly text, and needs more research.

Bidabadi et. al (2016) also stated the relevant thing about the important of methods. They said that a good teaching method helps the students to question their preconceptions, and motivates them to learn, by putting them in a situation in which they come to see themselves as the authors of answers, as the agents of responsibility for change. But training through this method has some barriers and requirements. To have an effective teaching; the faculty members of the universities should be awarded of these barriers and requirements as a way to improve teaching quality. The nationally and locally recognized professors are good leaders in providing ideas, insight, and the best strategies to educators who are passionate for effective teaching in the higher education. Finally, it is supposed that there is an important role for nationally and locally recognized professors in higher education to become more involved in the regulation of teaching rules. Teachers participating in this study believed that teaching and learning in higher education is a shared process, with responsibilities on both student and teacher to contribute to their success. Within this shared process, higher education must engage the students in questioning their preconceived ideas and their models of how the world works, so that they can reach a higher level of understanding.

The other strategis of of English teaching at IAIN Bone arebeing a friend and also a parent of their students. For building a good rapport, a good atmosphere between teacher and students.The most effective teachers must (1) connect with students personally, (2) share personal experiences with their classes, (3) take personal interest in students and find out as much as possibleabout them, (4) visit the students' world (sit with them in the cafeteria; attendsporting events, plays, and other events outside normal schoolhours). Reseacher thinks that the four personal touches only will happened when a teacher could being a friend and being a parent for his students all at once. Being evaluator is the other of strategies. In building rapport with his students in the class, they do not only act as a teacher, but also as their parents and treat his students as his own children. And besides acting as an advisor and sometimes as a

friend, they also act as evaluator. Indonesian university students need language learning strategies as they are dependent on their lecturers. This condition also gets worse because the students still have low level of proficiency although they have already been learning English for multiple years. Building a good rapport is characterizes the English teaching strategy at IAIN bone. From several relevant researchers, almost all of them adopted a similar strategy but none of them revealed strategies for building good relationships (good rapport) between teacher and students. This is a unique and interesting strategy and this is the hallmark of English teachers in IAIN Bone. This also indicates that each student is different. They come from different conditions and cultures. The Talis-Pisa Link Data Finland (2016) revealed that Teachers collaborate and discuss their teaching practices with each other, so it is not uncommon to observe that teachers from the same school “share” the same practices. Since strategies seem to be more similar among teachers within the same school than with teachers from different schools, has a “pupils’ multi-professional care group” that meets at least twice a month for two hours and which consists of the principal, the special education teacher, the school nurse, the school psychologist, a social worker, and the teachers whose students are being discussed. The parents of any child being discussed are contacted prior to the meeting and are sometimes asked to be present.

Never stop learning and improving knowledge are strategies of an English lecturer in IAIN Bone. When talking about lifelong learning, it is mean that talking about someone’s learning experience in whole life or an unfinished learning, whether formal or informal learning. In informal learning of English language teacher, joining the teacher professional development community is one of the choices of the teacher. Giving and receiving feedback was important and it is a part of a strategy of English language teaching at IAIN Bone. Effective teaching is providing feedback and report on student learning. Lead teachers are required to “evaluate school assessment policies and strategies” to diagnose learning needs and to “co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice. In this community, the teachers could share each other and consult their teaching experience, their teaching design, etc.

Being a participant in the community of teacher professional development as a form of the strategy ‘Never stop learning and improving teaching also seen as important by Confer in The Talis-Pisa Link Data Finland (2016) which stated that Support school embedded professional development and professional learning communities As the results , it is essential for teaching strategies to be in tune with the context in which they are applied. Teachers have reported that professional development involving the participation in learning communities, co-operation and peer observation has a positive impact on their practices.

## CONCLUSION

A teacher’s effectiveness depends on his demonstration of the affective pedagogical qualities. These are inborn in some of us, but they are within the grasp of most lecturers. Most of us want to be encouraging, enthusiastic, and available, but we just have to be reminded once in a while. The classroom management techniques of peace and fairness are often overlooked, but they can be crucial to effective teaching. The strategy of the English language teaching is a teaching implementation to the way the lecturer teaches in the classroom. A good teaching implementation is expected to improve skill, improve knowledge, reaching target. The strategies aim to promote critical and reflective thinking and evaluation skills that will help students to take positive action to protect, enhance and advocate for their learning. Students use personal and social capability to work collaboratively with others in learning activities, to appreciate their own strengths and abilities and those of their peers and develop a range of interpersonal skills such as communication, negotiation, team work, leadership and an

appreciation of diverse perspectives. The research is synthesized into top five teaching strategies: (1) apply method based on the material; (2) have clear instruction and method; (3) lead the students to the greater understanding; (4) have adequate knowledge about their individual students; (5) build a good rapport with students.

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