A Literature Review: Strategies to Teach English as A Foreign Language

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Abstract

This research aims to further examine strategies that can be used to teach English as a foreign language. The method that the researchers applied to this research was qualitative research with literature review design. The data sources in this research are limited according to research topic taken from books, websites, and supporting journals. Researchers discovered several teaching strategies for teaching English as a foreign language, including complete learning, recitation, drill, ice breaking, recalling memory, brainstorming, class discussion, games, listening and reading, paragraph writing, filling blanks, English camp, assembly, cooperative learning, problem-based learning, project-based learning, basic materials teaching, implementation of good habits, fun english learning, focus on academic language, literacy and vocabulary, link background knowledge and culture to learning, promote classroom interaction, increase comprehensible input and language output, and stimulate higher-order thinking skills and use of learning strategies. Therefore, the use of effective strategies in teaching English as a foreign language is expected to create new innovations for learners' success in learning English.
Keywords: Strategies, Teach, English, Foreign Language

Abstrak

Penelitian ini bertujuan untuk mengkaji lebih lanjut strategi yang dapat digunakan untuk mengajar bahasa Inggris sebagai bahasa asing. Metode yang peneliti terapkan dalam penelitian ini adalah penelitian kualitatif dengan desain studi literatur. Sumber data dalam penelitian ini dibatasi sesuai dengan topik penelitian yang diambil dari buku, website, dan jurnal pendukung. Peneliti menemukan beberapa strategi pengajaran untuk mengajar bahasa Inggris sebagai bahasa asing, seperti complete learning, recitation, drill, ice breaking, recalling memory, brainstorming, class discussion, games, listening and reading, paragraph writing, filling blanks, English camp, assembly, cooperative learning, problem-based learning, project-based learning, basic materials teaching, implementation of good habits, fun english learning, focus on academic language, literacy and vocabulary, link background knowledge and culture to learning, promote classroom interaction, increase comprehensible input and language output, and stimulate higher-order thinking skills and use of learning strategies. Oleh karena itu, penggunaan strategi yang efektif dalam pengajaran bahasa Inggris sebagai bahasa asing diharapkan dapat menciptakan inovasi baru untuk keberhasilan pelajar dalam mempelajari bahasa Inggris.
Kata Kunci: Strategi, Mengajar, Bahasa Inggris, Bahasa Asing

INTRODUCTION

Currently, English is considered as a crucial language used by almost all people in the world. Especially, with global changes that have led to the emergence of many technologies, including in the field of education. Before entering the era of globalization, education in these countries still used traditional methods, which is teachers teach the learners using books and blackboards as well as oral and written exercises. However, after the era of globalization peaked in the world and with the increasingly sophisticated civilization, the world of education also needs to change the pattern used for teaching.

English as an international language is widely used by developed countries as a first or second language. Wikipedia (2023) mentioned that as many as 61 countries on all six continents in the world use English as an official language. Some examples of countries that use English as first language are South Africa, Bahamas, Dominica, Philippines, India, Ireland, Canada, Saint Lucia, New Zealand, Singapore, Australia, United Kingdom, United States, and many more (Wikipedia, 2023). Then, several examples of countries that use English as a second language, namely Brunei, Israel, Malaysia, Sri Lanka, and others (Wikipedia, 2023).

However, despite the fact that English is used as first and second language, there are still many countries that learn English as a foreign language, especially developing countries. Indonesia is one of the countries that study English as a foreign language. In fact, EF Education First (in CNN Indonesia, 2022) places Indonesia in 81st position as a country that is not fluent in English out of a total of 111 countries. This is motivated by several things, such as 1) Lack of self-confidence. Some of the students may understand English grammar very well, but their speaking skills are still poor. The main reason behind this problem is that Indonesian people or even students in particular, are often too embarrassed to start a conversation in English and are afraid of being wrong; 2) Most Indonesian people still do not have adequate English vocabulary. This is due to their small enthusiasm for reading; 3) Lack of practice. People think that their confidence to speak English is low and their English vocabulary is insufficient. This makes them lose interest in practicing English (Khairunas, 2022).

Based on the statements above, it can be concluded that learning English in Indonesia is very crucial, especially encouragement and motivation from oneself, as well as the educational environment. To learn English as a foreign language, the world of Indonesian education, especially schools and universities, need to find and implement interesting teaching strategies that enable students to follow the learning process well. According to Espmaker and Tedernby (in Paragae, 2023), "teaching strategies encompass a range of sophisticated techniques and methodologies that educators employ to expertly guide their pupils towards academic success and the attainment of their unique educational goals". Teaching strategies are needed by teachers to teach English to students and to help teachers achieve learning goals (Pungki and Suwartono, 2019).

To facilitate students to learn English as a foreign language, teachers can apply effective teaching strategies according to students' current learning styles. These strategies are meant to facilitate teachers in creating an effective and interesting learning atmosphere, and not make students feel bored (Hayati, et al, 2021).

The use of teaching strategy is varies and is used according to the needs and objectives of the lesson (Kiftiah, 2019). One of the traditional teaching strategies is the lecture strategy which makes the teacher the center of the success of the learning process (Fals, 2018). Lecture teaching strategies used today will usually make students passive and only able to write down what the instructor has written (Tularam, 2018). Some of the media used in the strategy lecture are textbooks, worksheets,

and printed materials. The lecture strategy has the advantage of being familiar to the world of education in all countries, including in Indonesia, so it is easy to implement. However, this strategy also has many drawbacks, namely making students inactive, making students unable to improve their critical thinking and problem solving skills, and not encouraging students to play a central role in the learning process (Paragae, 2023).

An important question to consider is, how to teach English effectively as a foreign language? The answer to this question needs to be sought and applied to the world of education. According to Pujiati and Tamela (in Paragae, 2023), it is important for teachers to apply innovative learning strategies to meet today's learning needs. Hidayah & Morganna (in Paragae, 2023) also added that there are several strategies used to teach EFL classes, such as active learning, peer-tutoring, cooperative learning, and direct instruction. Thus, the researchersin this study intend to further examine the teaching strategies that can be used to teach English as a foreign language.

METHOD

The method that the researchers applied to this research was qualitative research with literature review design. Saragih, et al (2022) stated that qualitative research is a method that is used naturally to produce descriptive data. Literature review is an activity to collect research information by utilizing journals, literature, books, and writing products (Saragih, et al, 2022). Therefore, data sources in this research are limited according to research topic taken from websites and supporting journals. Moleong (in Paragae, 2023) added that literature research data is displayed qualitatively to provide detailed informations about a topic that enhances the researchers' understanding of a phenomenon. The results of the literature review conducted by the researchers will be summarized in a section that can be used as a solution to problem of research.

RESULTS AND DISCUSSION

The researchers found several strategies that can be used to teach English as a foreign language based on the literature review that the researchers have carried out. The strategies as the findings of this research will be discussed in detail in the following paragraphs.

Syahputra (2014) in his research revealed several learning strategies that researchers consider to be effective strategies that can be used to teach English as a foreign language. Some of the strategies are complete learning, recitation, and drill.

Complete learning is an individualized learning approach that uses a structured curriculum that is broken down into small sets of learned knowledge and skills. This learning is designed to ensure that students master the learning objectives of learning English and also give them enough time. This model believes that most students will reach a certain level because study time is flexible and each student receives learning targets.

Recitation is teachers activities in asking questions orally about the material that has been

studied. Teachers may use recitation as a way to diagnose student progress. Specific interaction patterns here are teacher's questions, students answer, then the teacher's reaction. The questions that teachers often ask are what, who, where, and when. Teachers usually ask students about "known information" during recitations.

Drill is used as a consolidation, clarification, and emphasis on the material that has been learned. Drill is an activity of repeating information on a particular topic until students really understand a material. This drill is used for learning that is expected to become a habit or set in the long term. This is useful in developing speed and accuracy in remembering facts, generalizations, and concepts. For example, learning certain information about historical events and foreign languages.

Furthermore, Lestari, et al (2019) put forward several effective strategies that can be used to learn English as a foreign language, namely:

1. Ice Breaking

    Mid-day ice breaking can prove to be an efficacious tactic in combatting monotony among students. The teacher's selection of singing and dancing activities within this strategy is a captivating way to stimulate student interest and increase their engagement in the learning English endeavor.

2. Recalling memory

    The act of recalling memory serves as a valuable tool for students to retain the knowledge acquired in previous sessions. It is not uncommon for some students to forget what was taught in the preceding week, and thus, the teacher's implementation of the recalling memory strategy proves immensely beneficial in facilitating the learning process.

3. Brainstorming

    As eloquently expressed by Suyanto (2008), "brainstorming is a powerful tool for idea generation". In this approach, the teacher initiates a topic and the students are encouraged to develop their ideas based on the topic. At the outset of the lesson, the teacher employs this technique by posing various thought-provoking questions related to the materials at hand. This not only ignites the students' curiosity about the new topic but also enhances their critical thinking skills. Furthermore, the teacher's inclusion of questions that are relevant to the students' personal lives has proven to be a highly effective means of capturing their attention and fostering engagement in the learning process.

4. Class Discussion

    With the utilization of the questioning and inquiry technique, the teacher artfully presented a thought-provoking question to the students, inviting them to examine specific information and ultimately synthesize their findings into a coherent conclusion. This method of instruction cultivates a deeper understanding of learning English and affords the students ample opportunity to actively participate in the learning process by vocalizing their thoughts in response to the teacher's inquiries. As a result, this approach effectively enhances the students' verbal

proficiency.

5. Game

The teacher orchestrated games in the realm of language grammar that took the form of group competitions and movements. These activities were found to effectively enhance student involvement and enthusiasm, as they confidently articulated sentences aloud. Additionally, the movement game, which incorporated enjoyable listen and move exercises, facilitated a less taxing approach to learning the material.

6. Listen and Read

Through the employment of this strategy, students are afforded the opportunity to engage in both auditory and visual comprehension, as they attentively listen to the audio recording twice whilst simultaneously following along with the composed text. This approach is highly effective in facilitating the recognition and mastery of precise pronunciation of each individual word of English. Furthermore, through the utilization of vocabulary discussion, students are able to gain a deeper understanding of intended message and purpose behind the written English product.

7. Paragraph writing

The implementation of paragraph writing is a refined and compelling strategy utilized by educators in teaching English. Following comprehension of the main subject matter, students are tasked with crafting descriptive paragraphs on specified topics. This approach provides a direct application of prior knowledge and cultivates the invaluable skill of proficient writing through practical exercises.

8. Filling Blank

The implementation of blank-filling strategy enables students to reinforce their comprehension of language grammar through targeted exercises. Under the guidance of their teacher, students are tasked with completing incomplete sentences using predetermined words. Additionally, the discussions surrounding these exercises are conducted entirely in English, further enhancing the students' language proficiency. Hence, the use of blank-filling exercises is a sophisticated and compelling approach to language instruction.

9. English Camp

The implementation of English camp strategy serves to enhance students' abilities through practical, real-life experience. Research by Wighting, Nisbet, and Tindall (2005) has shown that English camp are particularly effective in teaching spoken English. To ensure maximum immersion, the only language permitted at the camp is English, with consequences for any use of Bahasa. This creates an unique opportunity for students to use English in all aspects of their lives during the camp, resulting in a significant improvement in their speaking proficiency.

10. Assembly

Assembly is a refined and compelling platform for students to showcase their English speaking abilities, held bi-annually. This activity allows students to demonstrate their proficiency

in various forms of speaking such as drama, song, poetry recitation, and more, based on their personal interests and expertise. By implementing this strategy, students' interest and confidence in speaking can be significantly heightened.

Paragae (2023) discovered several innovative strategies that can be used to teach English as a foreign language. Innovative teaching techniques have positive impacts on students' academic progress and engagement, including creating engaging learning, promoting teamwork, boosting students' participation, assisting students to retain and comprehend new information, and providing teachers with flexibility to customize their approach to meet students' needs (Ampa & Nurqalbi, 2021; Subramanian & Kelly, 2019; Parker & Welch, 2021; Juneau et al, 2022). Several learning strategies are categorized as innovative learning strategies, they are :

1. Cooperative Learning

    This learning strategy involves students' engaging in a series of activities in groups to achieve predetermined objectives. By working together in small groups, students can effectively collaborate and share ideas, fostering engagement and interactive learning (Sajidin and Ashadi, 2021). Cooperative learning can help students learn from each other, develop critical communication and problem-solving skills, and provide support and feedback.

2. Problem-Based Learning

    This learning strategy takes a systematic approach to tackling real-life challenges and problems. Problem-based teaching encourages critical thinking and practical application of knowledge and skills, making the learning process more meaningful and engaging (Ayuni and Susanti, 2018). In language learning, this strategy can be especially effective in developing students' language skills in a real-world context (Ngadiso et al, 2021). However, it requires more preparation on the teacher's part and may not suit all students. Problem-based learning promotes student development in cognitive, affective, and psychomotor aspects. It begins with a problem, seeks alternative solutions, and ultimately selects the best solution to solve the problem. This approach prioritizes independent learning, utilizes various sources of knowledge, and encourages collaboration, communication, and cooperation.

3. Project-based Learning

    This strategy involves students creating learning objectives to produce tangible products or projects. Using project-based learning, students are tasked with solving real-world problems by applying their knowledge and skills (Aghayani amd Hajmohammadi, 2019). This approach helps students to understand the relevance of their learning and develops their critical thinking and problem-solving skills. It is particularly effective in EFL subject, providing opportunities for students to use the language in authentic contexts and to develop communication, collaboration, and time management skills. Project-based learning is characterized by student decision-making, problem-solving, and continuous evaluation, which can foster independence and creativity. Students are trained to take responsibility for realizing their plans based on their abilities.

Wikihow (2023) mentioned several strategies for teaching English to novice learners, including :

1. Basic Materials Teaching

    Teaching the basics can start with learning the alphabet and numbers. By teaching the alphabet and numbers, teachers create a strong foundation so that learners can learn other things in English. Ask learners to learn the alphabet and numbers at a pace that is comfortable for them. The idea is to encourage learners to progress without putting too much pressure on them. Furthermore, the teacher can teach how to pronounce words, especially for difficult pronunciations. Teaching pronunciation is very important when the teacher wants to teach English as a foreign language. Then, the teacher can teach some parts of speech, such as nouns (common objects in the room), verbs and adjectives (describing work and appearance). The last is to teach learners to compose simple sentences. This is important because it provides a foundation that will help learners develop their writing as well as reading skills.

2. Implementation of Good Habits

    One of the most effective ways to facilitate learning is to encourage learners to speak only English in class. This method is very effective if the teacher asks learners to "repeat what the teacher said" and/or "answer questions. In this way, they will get the opportunity to answer in English.

3. Fun english learning

    Teachers can use games to reinforce concepts. With games, learners can learn while having fun and encourage them to learn new things. Teachers can apply quiz and puzzles. In addition, teachers can use visual aids for teaching. This method is very important to improve learners' ability to make word associations. By using visual aids, such as pictures and videos, they can make stronger connections between ideas and the new words that they learn.

Schneider (2023) stated some strategies to teach English as foreign language, including :

1. Focus on academic language, literacy and vocabulary

    The development of language fluency requires essential building blocks such as reading, writing, and vocabulary exercises. However, this may not ensure effective communication in academic settings. Even seemingly, fluent English speakers may struggle to convey their ideas without the appropriate vocabulary and phrases. Therefore, it is crucial to teach learners the academic language, which involves the ability to discuss and connect ideas. While some learners may acquire this skill naturally, others require reinforcement. This can be achieved through semi-structured small group discussions, incorporating visuals, journaling, and providing instruction in their native language when possible.

2. Link background knowledge and culture to learning

    Extensive research indicates that learners excel academically when educators incorporate their cultural backgrounds and knowledge into the classroom environment. By valuing and representing learners, educators can promote engagement and success. Additionally, creating a

safe space for learners to express themselves and learn from each other can enhance social-emotional learning for the entire class. To achieve this, educators should adopt several strategies, such as learning about their learners' backgrounds, incorporating examples that relate to their lives, showcasing their cultures through art, music, and literature, encouraging storytelling through various mediums, and allowing the use of native translation apps.

3. Increase comprehensible input and language output

     The acquisition of language for English language learners involves both input and output. To improve their language skills, learners need to have opportunities to produce language and receive feedback. Ways to increase comprehensible input include reading aloud, providing visual aids, and using captions for videos. In order for learners to deepen their understanding, they need to talk about what they are learning. Strategies for increasing language output include providing multiple opportunities for collaboration and open-ended questions. Additionally, daily low-stakes writing opportunities in all content areas can also be beneficial.

4. Promote classroom interaction

     When instructing English language learners, it is important to create an environment where they can interact using the language they are learning. By doing so, their vocabulary, grammar, and pronunciation skills will develop more quickly. According to Schneider (2023), teachers should model and encourage academic language usage for learners to better engage with one another. This can be achieved through question prompts and structured classroom activities with clear objectives. Some examples of activities include Think-pair-share, Carousel or gallery walk, Book clubs, and Student interviews. There are countless possibilities to consider, but these are great starting points.

5. Stimulate higher-order thinking skills

     Elevating one's cognitive abilities to encompass higher-order thinking skills (HOTS) equates to surpassing the confines of mere memorization and comprehension of concepts. The pinnacle of learning lies in the mastery of HOTS, which enables one to think independently and creatively.

Discussion

Based on researchers' findings regarding strategies that can be used to teach English as a foreign language, several effective strategies that can be used by educators include : complete learning, recitation, drill, ice breaking, recalling memory, brainstorming, class discussion, game, listen and read, paragraph writing, filling blank, english camp, assembly, cooperative learning, problem-based learning, project-based learning, basic materials teaching, implementation of good habits, fun english learning, focus on academic language, literacy and vocabulary, link background knowledge and culture to learning, promote classroom interaction, increase comprehensible input and language output, and stimulate higher-order thinking skills and use of learning strategies.

These strategies have their own characteristics and methods of application that can be used by educators according to the needs and objectives of learning. Of the 25 teaching strategies that the

researchers found and the researchers consider to be effective strategies, the researchers found some of the most effective strategies that can be used to learn English based on the opinion of the researchers and based on the results of the implementation of another researchers who have implemented these strategies. As for some of these strategies, namely drill, project-based learning, Fun english learning, classroom interaction, and stimulate HOTS and the use of learning strategies.

The drill strategy is a strategy that prioritizes activities in the form of exercises that require the role of the student more than the educator. Several research related to the application of drill suggest several benefits from implementing this strategy, such as being able to increase student understanding in a relatively short time so that expected mastery and skills can be obtained, being able to instill discipline and routine in learners, being able to give learners a broader understanding through repeated practice, and being able to improve learners' skills because they are used to it (Artha, 2021; Hidayati, 2020; Natalita, et al, 2019).

Project-based learning is a strategy that uses projects as media (Wikipedia, 2023). Several researchers have conducted research on the application of project based learning and found several benefits of this strategy, such as motivating learners, involving learners in learning by letting them pursue their interests, offering learning opportunities in various disciplines and connecting with real world, encouraging them to solve complex problems, train communication skills, provide learning experiences that reflect the real world, and create fun learning (Purnawan, 2007; Murniarti, 2017).

Fun english learning is a strategy that can create a warm and fun atmosphere in the learning process. An atmosphere that feels warm and familiar allows the creation of an effective and participatory learning process (Ariansyah, 2022). Fun english learning is an English learning strategy by combining several games in learning activities. This strategy is useful for increasing verbal interaction in English through games that allow the development of communication, understanding, creativity, and can foster interest in speaking English (Nurhaliza, 2021).

Classroom interaction is a strategy that creates activities that are directly carried out by students and their friends. Some examples of classroom interaction activities are book clubs, think-pair-share, interviews, and carousels (Schneider, 2023). Despite the challenges posed by technology, the advantages of interactive teaching are far superior. There is no scenario where passive learning methods, such as memorizing facts, are more advantageous than interactive learning. At its core, interactive learning offers adaptability, cost-effectiveness, and enjoyment (Patten, 2019). Thus, the benefits of classroom interaction are multi-faceted and include flexibility, economic benefits, and enjoyment.

HOTS is the ability to think strategically to use information in solving problems, analyzing arguments, negotiating issues, or making predictions (Sani, 2019). The benefits of HOTS according to a researcher (Ariyani, 2022), include encouraging students to think systematically and logically, increasing students' abilities to be able to analyze problems critically, familiarizing students with thinking broadly, encouraging students to be more creative, and make students more quickly

understand the concept of learning.

The use of effective strategies in teaching English as a foreign language is expected to create new innovations for learners' success in learning English. Along with the times, learning English can also be used as motivation so that learners who study English as a foreign language can find benefits from learning English. With the strategy of teaching English, it is hoped that it can help the implementation of English learning properly so that it can improve learners' language skills. Good English skills can facilitate learners to communicate and interact locally and internationally, and facilitate them to expand their self-confidence and apply their talents to work.

CONCLUSION

Teaching strategies embody an array of sophisticated techniques and methodologies that skilled educators use to expertly guide their students towards academic success and the realization of their unique educational objectives. Effective teaching strategies are crucial for English language teachers to impart knowledge and help students achieve their learning goals. To facilitate the acquisition of English as a foreign language, teachers can employ successful teaching strategies that cater to the students' current learning styles. Researchers have identified several effective teaching strategies for teaching English as a foreign language, such as complete learning, recitation, drill, ice breaking, recalling memory, brainstorming, class discussion, games, listening and reading, paragraph writing, filling blanks, English camp, assemblies, cooperative learning, problem-based learning, project-based learning, basic materials teaching, implementation of good habits, fun english learning, focus on academic language, literacy and vocabulary, link background knowledge and culture to learning, promote classroom interaction, increase comprehensible input and language output, and stimulate higher-order thinking skills and use of learning strategies.

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