

CHAPTER I

INTRODUCTION

A. Background

Teaching English as a Foreign Language (TEFL) refers to teaching English to students whose first language and second language are not English. TEFL usually occurs in the students' own country, either within the state school system, or in private institutions. TEFL Teacher may be native or non-native speakers of English. Typically, EFL is learned either to pass the examinations as a necessary part of one's education, or for career progression while one works for an organization or business with an international focus. EFL might be part of the state school curriculum countries with English has no special status it might be also be supplemented by lessons paid for privately. Teacher of EFL generally assume that students are literate in their mother tongue. A teacher is a person who helps others to acquire knowledge, competences, or values. Teacher are important because they do not only provide instruction to children in one or more academic areas, depending on the grade level, but they also stand as an additional source of encouragement in the life of a child.

Teacher should have strategy on teaching English. Strategy generally involves setting goals, determining actions to achieve goals of teaching. A strategy describes how the ends (goals) will be achieved. In addition, Allen (2003) stated that strategy is the method used to deliver information in the classroom, online, or in some other medium. There are many strategies that we can choose from several teaching strategies in the classroom. Therefore, the researcher chooses the title to know the teaching strategy. This is generally tasked with determining strategy. Strategy can be intended or can emerge as a pattern of activity as the organization adapts to its

environment or competes. It involves activities such as strategic planning and strategic thinking.

A teaching strategy comprises the principles and methods used for instruction. The choice of teaching strategy or strategies to be used depends largely on the information or skill that is being taught, and it might also be influenced by the learning style, aptitude, skills, and enthusiasm of the students. Teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future, Armstrong (2013). Teaching strategies identify the different available learning methods to enable them to develop the right strategy to deal with the target group identified.

Strategies such as expository instruction, cooperative learning, inquiry-based learning, contextual teaching, and the use of educational technology can be utilized to optimize learning outcomes. However, selecting the most suitable strategy is not merely a matter of technical knowledge; it is also deeply influenced by the teacher's internal belief system.

In the field of English as a Foreign Language (EFL), the effectiveness of classroom instruction is not determined solely by the teaching strategies that are implemented, but also by the underlying belief systems held by the teacher. Teaching strategies refer to the systematic methods, techniques, and approaches that educators adopt to facilitate student learning, engage learners actively, and achieve specific learning objectives, Allen (2003). These strategies may include expository teaching, cooperative learning, inquiry-based instruction, task-based learning, and contextual learning, among others. The success of these methods, however, is closely linked to the teacher's personal beliefs about how students learn, the role of the teacher, and what constitutes effective teaching.

According to Borg (2003), teacher belief systems act as cognitive frameworks that shape how teachers interpret classroom situations, respond to challenges, and choose particular instructional approaches. These beliefs are deeply rooted in teachers' prior experiences as students, their cultural and educational backgrounds, and their professional development. For example, a teacher who believes that language acquisition occurs most effectively through meaningful communication will be inclined to use communicative and student-centered strategies, such as role-plays, group discussions, problem-solving tasks, and interactive projects. These strategies encourage students to become active participants in the learning process, fostering autonomy and real-world application of the language being learned.

On the other hand, teachers who adhere to the belief that learning requires structure, repetition, and control are more likely to favor teacher-centered approaches, such as lectures, drilling, grammar translation, and direct explanation. These teachers often view themselves as the primary source of knowledge, while students are seen as passive recipients of information. For instance, a teacher who strongly believes that grammatical accuracy must precede communicative competence may emphasize rote learning of grammar rules and controlled practice exercises before allowing students to engage in free communication.

The influence of teacher beliefs extends beyond the choice of methods; it also affects how strategies are implemented in practice. Even when teachers are trained in modern pedagogical methods, such as Communicative Language Teaching (CLT) or Task-Based Learning (TBL), they may fail to apply these approaches effectively if their beliefs are not aligned with the principles underlying those methods. For example, a teacher who is skeptical about student autonomy may reluctantly use group work but still dominate

discussions, thereby limiting the interactive potential of the strategy.

Furthermore, teacher beliefs often determine the level of innovation and adaptability in classroom practice. Educators with growth-oriented beliefs those who trust in students' ability to learn through exploration and collaboration end to experiment with creative methods, such as integrating digital tools, gamification, or project-based learning, even when these require significant effort or risk. Conversely, teachers with a fixed mindset may avoid new or unfamiliar approaches, believing that only traditional methods ensure discipline and measurable outcomes.

Research has shown that beliefs are powerful filters through which teachers process information and evaluate the success of their teaching, Fives & Buehl (2012). For example, two teachers with the same training and teaching in similar contexts may use entirely different strategies because they hold different assumptions about student capabilities, motivation, and the role of interaction in language learning. Teacher A, who believes in the value of student engagement, might structure lessons around peer collaboration and real-life problem solving. Teacher B, however, might rely heavily on lecture-based instruction due to the belief that efficiency and control are paramount for achieving curriculum goals.

The relationship between teaching strategies and teacher belief systems suggests that improving language instruction requires more than simply providing teachers with new techniques. Professional development programs need to address teachers' underlying assumptions, encouraging them to critically reflect on their beliefs and consider how these beliefs affect their teaching decisions. By fostering awareness of this connection, teachers are better equipped to adopt strategies that align with both pedagogical best practices and the needs of their students.

In conclusion, teaching strategies cannot be separated from teacher belief systems, as beliefs not only guide the selection of methods but also influence their effectiveness in practice. Teachers who are conscious of their beliefs and willing to adapt them are more likely to implement diverse and student-centered strategies that create meaningful, engaging, and effective learning experiences.

Preliminary observations at SMA Ummul Mukminin Makassar revealed that English teachers often rely on traditional, teacher-centered methods such as lectures and note-taking, which tend to limit student participation and active engagement—both of which are essential components in language learning. While these approaches may provide a sense of structure and control, they do not always support the development of communicative competence or critical thinking skills. Interviews with teachers indicated that their choice of instructional strategy is strongly influenced by their personal belief systems, including their views on discipline, the importance of curriculum completion, and their perception of students' ability to take responsibility for their own learning. Some teachers expressed concerns that interactive or student-centered strategies might reduce efficiency or lead to a lack of focus during lessons.

In addition, contextual factors such as school resources, time constraints, and institutional policies also contribute to shaping teaching practices. However, even within the same environment, teachers often adopt different strategies depending on their individual teaching philosophies and experiences. This highlights the importance of examining not only what teachers do (teaching strategies) but also why they choose to do it (teacher belief systems).

Furthermore, teacher beliefs are not static; they evolve through experience, reflective practice, and exposure to new pedagogical ideas. Continuous professional development, collaborative discussions among educators, and classroom-based research play a crucial role in helping teachers re-examine and refine their beliefs. When teachers become more aware of how their beliefs influence instructional decisions, they are more likely to make informed and deliberate adjustments that can enhance student learning outcomes.

Therefore, this study aims to investigate the teaching strategies employed by EFL teachers and explore the belief systems that underpin these strategies.

The research will also identify the factors that support or hinder the application of various teaching methods. To achieve this, the researcher will conduct interviews with English teachers to gain a deeper understanding of their strategies and the reasoning behind their instructional choices.

The researcher will find out what teaching strategies EFL teachers will use in the classroom and will identify the supporting and inhibiting factors in applying those strategies. To do this, the researcher will interview three English teachers about their teaching strategies. It is expected that the researcher will find that some teachers may only use one strategy in teaching English. This possible finding will indicate that teachers will need to be equipped with various strategies to improve English teaching. Therefore, the researcher will conduct the research at SMA Ummul Mukminin it will be feasible to carry out the study there. Hopefully, the research will succeed in exploring classroom practices and will be useful for English teachers.

Based on this, the researcher will take a research entitled: *“TEACHERS’ STRATEGY AND BELIEF SYSTEM IN MANAGING ENGLISH AS FOREIGN LANGUAGE (EFL) AT SMA UMMUL MUKMININ”*

A. Scope of the Problem

To ensure this research remains focused and not too broad, it is crucial to define the scope and limitations. This study aims to examine the types of teaching strategies used by three EFL teachers at SMA Ummul Mukminin Makassar, including strategies such as expository teaching, inquiry-based learning, contextual teaching, and other relevant methods observed during classroom instruction. In addition, the study investigates the belief systems held by these teachers regarding the effectiveness of the strategies they implement, exploring their assumptions, values, and perceptions about how students learn best, as well as the factors influencing their instructional decisions.

The research focuses on three EFL teachers who are actively teaching English at the school, with data collected through classroom observations and interviews to uncover the internal cognitive frameworks (belief systems) that shape each teacher’s strategic choices. Lastly, this study does not attempt to quantitatively measure student learning outcomes but rather aims to develop a qualitative understanding of the relationship between teaching practices and the belief structures that underpin them.

B. Research Problem

Based on the background above, the researcher formulates the research problem as follow:

1. What type of teaching strategies that teachers' do in managing EFL Classroom?
2. What is the belief of the teachers' about the effectiveness of their strategies in managing EFL classroom?

C. Research Objectives

Based on the problem statement above, the researcher intends to investigate the EFL teachers' teaching strategy in the classroom. This research is aimed to:

1. Identify the type of teaching strategies that teachers' do in managing EFL classroom.
2. Find out the belief of the teachers' about the effectiveness of their strategies in managing EFL classroom.

D. Research Significances

The result of this research is to give additional information on the concept of teaching strategy. It is as a reference for the EFL teacher to improve the quality on teaching English and learning process to be more effective and enjoyable in the classroom.

It can be one input to enhance teachers' knowledge about teaching strategy of EFL teacher. The researcher hopes the information about teaching strategy is able to become a solution in teaching English to make Teacher to be creative in the classroom. It can help EFL teacher to vary their teaching strategy at present and in the future.

CHAPTER II LITERATURE REVIEW

A. Previous Studies

Some related studies about teacher's teaching strategy conducts by some experts and researchers. Here some of key points of teaching strategy which are explained by some researchers and experts.

Garton and Copland (2019) conducted a multi-country study investigating how English teachers manage large classes in both developing and developed contexts. Their findings indicated that despite challenges such as limited individual attention, noise, and control, teachers found ways to adapt by implementing group work, simplifying tasks, and modifying classroom layouts. However, their ability to implement these adaptations was closely tied to their belief in students' capacity for independent learning and their confidence in managing group dynamics. The study emphasized that belief systems serve as the foundation for teachers' willingness to experiment with interactive methods in large classrooms.

Tobin and McInnes (2020) examined the belief systems of EFL teachers in South Korea and how these beliefs influenced their classroom management strategies. They found that although many teachers were familiar with communicative language teaching (CLT) approaches, they often fell back on teacher-centered practices when managing large classes. This was largely due to beliefs about discipline, efficiency, and student behavior. Teachers feared that allowing too much student autonomy would lead to chaos, and they doubted whether their students were mature or motivated enough to benefit from more student-led approaches. This study highlights the tension between what teachers know about effective pedagogy and what they believe is realistically possible in large classrooms.

Another study by Puspitasari, Sari, and Nuraini (2022) focused on the

use of digital-based cooperative strategies in managing large EFL classes in urban Malaysian schools. Their research showed that teachers who believed in the value of student-centered learning and the role of technology in increasing student engagement were more likely to adopt innovative strategies like online group discussions, collaborative writing through shared platforms, and digital quizzes. These teachers perceived technology as a tool that could help them overcome the constraints of large classes. In contrast, teachers who were skeptical of student autonomy or unfamiliar with digital tools often stuck to traditional methods. The study concluded that teacher beliefs played a critical role in either facilitating or hindering the use of digital teaching strategies.

In the Indonesian context, several recent studies have offered relevant insights. Yuliana and Asri (2019) explored teaching strategies used in senior high schools in Jakarta, where class sizes are often large and diverse. Their study found that while student-centered techniques such as role play and group discussions were occasionally applied, the dominant mode of instruction remained lecture-based. The teachers interviewed cited concerns about discipline, time constraints, and curriculum completion as reasons for limiting interactive activities. However, underlying these concerns was a strong belief that control and structure are necessary in large classrooms to prevent disorder and inefficiency.

Rahmawati (2020) conducted a study in Surabaya that explored the belief systems of EFL teachers concerning grammar instruction in large classes. She discovered that most teachers relied heavily on traditional grammar-translation methods, even though they acknowledged more communicative approaches as effective. This contradiction was explained by the teachers' belief that students could not be trusted to engage meaningfully

in open-ended or interactive tasks without detailed, rule-based instruction.

The study concluded that these deep-seated beliefs often outweighed pedagogical training when it came to strategy selection.

Fadillah and Suhartono (2021) investigated teaching practices in vocational high schools with large English classes in Central Java. Their research showed that while curriculum guidelines encouraged cooperative and contextual learning methods, many teachers hesitated to implement them. This reluctance was not merely due to resource constraints but was influenced by beliefs that vocational students lacked the academic motivation or capacity to benefit from more advanced strategies. The researchers emphasized that teacher training must go beyond technique and address underlying assumptions and expectations about student learning.

Siregar and Fitriani (2023) focused their study on how teaching strategies influenced student engagement in large EFL classrooms at a high school in Medan. They found that methods like cooperative learning and peer teaching significantly increased student participation and enthusiasm. However, teachers reported that they did not frequently apply such strategies because they believed these methods were too time-consuming and hard to control. The findings highlight a clear gap between what teachers recognize as effective and what they are willing or able to implement consistently, often due to internal beliefs about manageability and classroom dynamics.

Despite the valuable contributions of these studies, most treat teaching strategies and belief systems as separate domains or only lightly touch on their interconnection. Very few provide an in-depth, contextualized analysis of how a teacher's belief system directly informs the choice and execution of teaching strategies in large EFL classes. Furthermore, much of the research involves multiple participants and general trends, which can overlook the nuance of

individual teaching experiences.

The present study aims to fill this gap by focusing on three EFL teachers at SMA Ummul Mukminin Makassar and exploring in detail the strategies they use and the beliefs that guide their instructional decisions in managing a large class.

By examining both what the teacher does and why they do it, this research offers a more integrated understanding of pedagogical practice in real-life classroom settings, especially within the Indonesian EFL context.

B. Theoretical Background

1. Theories Related to Teaching Strategies

a. Definition of Teaching Strategy

Davis (1997) suggests that the design and selection of teaching strategy must take into account not only the nature of the subject matter but also how students learn. Today, there are many trends at school encourage a lot of creativity. It is a fact that human advancement comes through reasoning. This reasoning and original thought enhances creativity.

According to Allen (2003) effective teaching strategies help to engage students in learning, develop critical thinking skills, and keep students on task.

- 1) A teaching strategy is the method used to deliver information in the classroom, online, or in some other medium.
- 2) A teaching strategy comprises the principles and methods used for instruction.
- 3) The choice of teaching strategy or strategies to be used depends largely on the information or skill that is being taught, and it might also be influenced by learning style, aptitude, skills, and enthusiasm of the students.
- 4) In this teaching strategy, students assume the role of teacher and

teach their peers.

Greenberg (2002) stated teaching strategy is a way of making decision about a course, an individual class, or even an entire curriculum, beginning with an analysis of key variables in teaching situation. These variables include the characteristics of the learners, the learning objectives, and the instructional preferences of the teacher. Once these variables have been analyzed, informed decisions can be made about course content, structure, method of assessment, and other key components.

The process of planning a course is not as easy one . (Although 'the course' is the unit of analysis being discussed, the process of creating an instructional strategy works equally well for an individual class or an entire curriculum).

So that teaching strategy is the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn particular things. In education, teaching strategies are defined as techniques used by students to become familiar with information.

In other words, it is how we take an information and apply it to other areas of our lives. Without good strategies, the students will struggle in acquiring and using the information they are taught in the classroom.

b. Function of Teaching Strategy

Cox (2009) states that here are five basic functions teaching strategies to deliver an effective lesson plan. These characteristics can be used in any grade.

1) Teaching Strategies: Have an Objective

Having an objective for your lesson is not just important for you to know why you are teaching the lesson, but it is important for the students to know why they need to learn why you are teaching them. As you are planning for

your lesson, think about what you need your students to know and what they are going to take away from your lesson. Try to offer real word examples if you can.

2) Model Your Expectations

Before you begin your lesson, make sure that you teach and model your expectations for the lesson. For example, if you were teaching a science experiment , the first thing that you would do is show the students how to properly use the materials.

3) Actively Engage Students

Children learn by doing, not just by hearing. Get your students engaged in the lesson by having them partake in hands-on activities. Use cooperative learning techniques or technology like an iPad or a whiteboard to enhance your lesson. Keep their minds and hands moving and you will see that it will help you to reach your lessons objective.

4) Be Mobile

While students are busy applying the skills that you have taught them you need to be mobile and move around the classroom to make sure all students are keeping on track with what they are supposed to be doing. Take this time to answer any questions, give the children who may be off a task a gentle reminder, and scan the classroom to make sure all is going as planned. How and why questions to make sure that you are meeting your objective.

5) Compliment Positive Behavior and Hard Work

When you see a student paying attention, working hard, and doing what they are supposed to be doing to meet your goal, compliment them. Make sure that all students see you doing this, so they will understand why you are pleased and in turn try to meet your objective for the lesson in a positive way as well.

In fact, teaching strategy is an art of educating other people. In this age of science and technology when there is explosion of knowledge, the process of teaching has reached new dimensions. It is no longer a simple art of imparting information to the students. It is now tending to become a technology by itself instructional television, computer assisted instruction, teaching machines, etc.

c. The Elements of Teaching Strategy

Janette (2012) the principal elements that make teaching strategies and learning strategies possible and attainable are the teachers, the learners, and a conducive learning environment. The teacher serves as the prime mover of the educational wheel. The learners are the key participants in the learning process. The favorable environment provides essential features and ingredients that could make headway in guiding the processes and methodologies needed for a smooth linkage among the three.

1) The Learner

The learner is an embodied spirit, a union of a sentient body and a rational soul. His body experiences sensation, and feel pleasure and pain. His soul is the principle of spiritual acts, the source of intellectual abstraction, self reflection, and free rational volition.

The learners are the key participants in the learning process. Here is the fundamental equipment of the learner that the teacher should notice.

COGNITIVE FACULTIES

APPETITIVE FACULTIES

a. Senses

a. Feelings

b. Instinct

b. Emotions

c. Imagination

c. Rational will

d. Memory

e. Intellect

2. The Teacher

The Professional teacher is the —licensed professional who possesses dignity with high moral values as well as technical and professional competence. He adheres to, observes, and practice a set of ethical and moral principles, standards, and values.” (Code of Ethics of Professional Teachers, 1997).

a) Professional Attributes

A professional teachers possesses the following attributes:

1. Control of the knowledge base of teaching and learning and use this knowledge to guide the science and art of his/her teaching practice.
2. Repertoire of best teaching practice and can use these to instruct children in classrooms and to work with adults in the school setting.
3. Disposition and skills to approach all aspects of his/her work in a reflective , collegial, and problem-solving manner.
4. View of learning to teach as a lifelong process and dipositions skills for working towards improving his/her own teaching as well as improving schools.

b) Personal Attributes

1. Personality is the sum of one’s personal characteristics. It is one’s identity.

Teachers are judged more strictly than any other professionals. The personality project determines what they make upon students and colleagues.

2. Personalities may be described as authoritative, weak, dynamic, or “magnetic”. Teachers, personality must be natural and genuine , devoid of pretences and artificially. They must be consisted, true, and authentic.

3. Passion Passion in teaching is a compelling force that emerges from one's inborn love for children. Passionate teachers exude spontaneity in ministering to the needs of the students especially those experiencing learning difficulties.

c) Humor

Humor stands for anything funny, which elicits a smile, laughter, or amusing reaction. It is an essential quality of teachers that serves a number of purposes.

d) Values and Attitudes

Teachers are model of values. Values standards, code of ethics and strong beliefs.

1. Open-mindedness is basic in promoting respects and trust between teachers and students.
2. Fairness and impartiality eliminates discrimination. Teachers must be unbiased and objective in judging their students work and performance.
3. Professionalism is highly treasured in the teaching profession. Teachers are adjudged professional if they are knowledgeable, skilled, and value-laden.

e) Patience

In teaching, patience refers to a teacher's uncomplaining nature, self-control and persistence. Patient teachers can forego momentous frustrations and disappointments. They calmly endure their student's limitations and differentials. The teacher's capacity to adjust his methodologies could allay tension and save time and effort for appropriate remediation.

f) Enthusiasm

Enthusiasm is synonymous to eagerness and excitement. Enthusiastic teachers are full of energy and dynamism. With enthusiastic teachers, students look forward to any activity they can participate in with them.

2) The Learning Environment

The learning environment is the place where teaching and learning can take place in the most effective and productive manner. It consists of the classroom and all the instructional features and the non-threatening classroom climate needed in planning and implementing all teaching strategy and learning strategy activities.

a) The Types of Teaching Strategy Activities

Different Types of Teaching Strategies Teaching strategy is a strategy that must be owned by educators and prospective educators. It is very necessary and very decisive qualifications or whether or not to be an educator, because the learning process requires art, expertise and knowledge to deliver materials to students according to goals, efficiency, and effectiveness.

Here are kind of teaching strategy by Cox (2015):

- 1) Teaching Strategy – Expository Strategy
- 2) Teaching Strategy – Inquiry Strategy
- 3) Teaching Strategy – contextual Teaching and Learning
- 4) Teaching Strategy – Quantum Teaching

There are five teaching strategies that using by the effective EFL teacher in the classroom:

1) Teaching Strategy – Expository Strategy

Expository strategy is basically direct instruction. A teacher is in the front of the room lecturing and students are taking notes. When students are

discovering information on their own, they can get distracted and confused by unnecessary

information and have difficulty determining what's important.

Appropriate learning method describes this strategy including:

a) Lecture method

The teaching method of the lecture is the oral illumination of the learning materials to a group of listeners to achieve certain learning objectives in a relatively large amount. So this is in accordance with the meaning and purposes of the Expository Strategy, where this strategy is a lecture or one-way strategy.

b) Method of demonstration

A demonstration method is a way of presenting lessons material by demonstrating to students a particular process, situation or object being studied, whether actual or imitation by oral. So, the teacher demonstrates what is being learned to this students.

c) The socio drama method

Socio drama essentially dramatizes behavior in relation to social problems. So in the learning the teacher gives an explanation by dramatizing the behavior to give an example to the students.

Generally the expository teaching with an introduction and overview of the topic before providing more specific information and detail. This expository strategy sets up the lesson and prepares the students for what to come.

By moving from the general to specific, it allows students to understand the increasingly detailed explanations of the information and link those explanations to information that was presented previously as part of the general overview. This is why expository strategy is one of the most common instructional strategies. Most educators believe students learn new concept

and ideas better if all of the information they need to know is laid out before them.

2) Teaching Strategy – Inquiry strategy

Inquiry as a teaching strategy is the teaching of scientific inquiry as content by providing a context for the teaching and learning of the practices of science. Teaching Inquiry Strategy is a series of learning activities that emphasize the critical thinking process and analytical to find their own answer from the problem asked. There are several things that become the main strategy of inquiry strategy:

- a) Emphasize the maximum student activity to search and to find, meaning that the inquiry strategy puts the students as the object of learning.
- b) If the lesson material to be taught is not in the form or concept that has been finished, but a conclusion that needs proof.
- c) If the learning process departs from the student's curiosity about something.
- d) If the teacher will teach a group of students on average have the will and ability to think, this strategy will be less successfully applied to students who lack the ability to think.
- e) If not too many students who learn so that can be controlled by the teacher.
- f) If the teacher has enough time to use a student-centered approach.
- g) Inquiry strategy is a strategy that emphasize the intellectual development of children. This strategy uses several relevant methods, including:

a. Discussion methods

Discussion method is a way of managing the learning by presenting the materials through problem solving, or analysis of the technology product systems whose solution is very open. Here students discuss about a problem given by the teacher, so that students become active.

b. Method of assigning tasks

The method of assignment is the way of teaching or presenting the material through the assignment of students to do a job. Here the teacher assigns a task to the students to complete by the students, so that student becomes active.

c. The experimental method.

The experimental method is a way of managing learning in which students experiment with experiencing and proving themselves something they learn. So this method in the learning strategy stimulates students to perform an active activity based on the experience that they experienced.

d. Question and answer method

Question and answer method is a way of presenting lessons in the form of questions that must be answered, especially from teachers to students, but also from students to teachers. Here the teacher gives the students time to ask their teachers about the learning materials.

Inquiry-based learning is a process, and students will shift through the stages of it as they learn. Once you try it in your classroom, you will see for yourself how free—flowing and creative your classroom can really be.

e. Role Play

Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that what will they do.

f. Playing Cards

In this game, students should form groups of four. Each suit will represent of topic. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no question, because by saying yes or no students get little practice in spoken language.

3) Teaching Strategy – Contextual Teaching and Learning Strategy

Contextual teaching and learning strategy involves making learning

meaningful to students by connecting to the real world. It draws upon students' diverse skills, interests, experiences and integrates these into what and how students learn and how they are assessed. In other words, contextual teaching and learning (CTL) is a learning concept that helps teachers connect learning materials with students' real-world situations, and encourages students to make connections between their knowledge and application in their daily lives.

Characteristic of contextual learning:

- a. Learning is done in an authentic context.

Learning provides opportunities for students to do meaningful tasks (meaningful learning).

- b. Learning is done by providing meaningful experiences to students (learning by doing).

- c. Learning is done through group work, discussion, mutual correction between friends (learning in group).

- d. Learning provides an opportunity to create a sense of togetherness, working together, and understanding each other in depth (learning to know

each other deeply).

- e. Learning is carried out actively, creatively, productively, and attaches importance to cooperation (learning to ask, to inquiry, and to work together).
- f. Learning is done in a fun situation (learning to ask and enjoy activity). This strategy uses several relevant methods including:
 - a. Method of demonstration

The teacher demonstrate what materials are being learned to the students by engaging in daily activities, so that students understand better.

- b. The socio drama method

In learning, the teacher gives an explanation by dramatizing the behavior associated with social problems around the students to give an example to the students, so that students understand better.

- 4) Teaching strategy problem based instruction

Problem-based teaching is another teaching and learning strategy that challenges students to seek solutions to real –world problems. Problem-based teaching is generally composed of two parts: a question or a problem, which is either student or teacher generated, and the students' arrival at a solution.

- d. Definition of EFL teacher

Caena (2011) stated the competences required by a teacher are affected by the different ways in which the role is understood around the world.

Broadly, there seem to be four models:

- 1) The teacher as manager of instruction,
- 2) The teacher as caring person,
- 3) The teacher as expert learner, and

4) The teacher as cultural and civic person.

Nicole (2012) stated that TEFL that uses literature aimed at children and teenagers is rising in popularity. Learning English as a foreign language is a highly effective strategy to assist them in learning the basic rules and understandings of the process of reading. When teachers read aloud to their students, they simply model fluency and comprehension, while also adding visual support, periodic paraphrasing, and extension.

Based on the previous definitions above, it can be synthesized that teaching strategy is important to teacher role.

e. Definition of the Effective EFL Teacher

Effective describes a particular teacher who had been the most successful in helping respondent to learn. The effective teacher must be a leader who can inspire and influence the students through expert and referent power but never coercive power. This teacher knows his subject well and respectful toward his students. He has also high standards and expectations coexisting with encouragement, support, and flexibility.

Influence by the work of Borg (2006), Lee (2010) investigated the distinctive characteristic of EFL teachers, and identified three areas which distinguish language teaching from the teaching of other subjects. These were the nature of the subject- matter, the teaching approach and the teacher's personality.

Sheen (1994: 127) points out, "Frequent paradigm shifts in the field of second and foreign language teaching have not resulted in significant progress in language learning." Since no method has been proven to be more effective than another, many teachers have jumped on the "eclectic" bandwagon. Common sense would have this as the best available choice since variety is the spice of language.

There are how to be an Effective EFL Teacher by Sheen (1994):

- 1) Learn your students' names.
- 2) Be overly prepared.
- 3) Always consider the learners' needs when preparing for each lesson.
- 4) Find out what learner already know.
- 5) Be knowledgeable about the learners' culture.
- 6) Turn regular activities into games or competition.
- 7) Motivate your students with variety.
- 8) Show interest in the students as individuals.
- 9) Allow opportunities to communicate directly with students.
- 10) Allow time for free communication.
- 11) Use humor to liven up the class.
- 12) Make your instructions short and clear.
- 13) Be sensitive to your students.
- 14) Be frank.
- 15) Don't over correct.

Citing the ideas of Davis and Margareth A. Thomas in his book Effective School and Effective Teacher, Suyanto and Hishman (2000: 29) argue about some teachers' abilities that reflect effective teachers:

Effective teachers are the teacher who are able the ability to relate to the classroom climate:

- 1) Have interpersonal skills. Especially the ability to show empathy, the appreciation to students, and sincerity.
- 2) Have good relationship with students.
- 3) Sincerely accept and pay attention to students.
- 4) Have high interest and enthusiasm in teaching.
- 5) Able to create an atmosphere for teamwork and cohesiveness in groups.

- 6) Involving students in organizing and planning learning activities.
- 7) Able to listen to students and respect the right of students to speak in any discussions.
- 8) Minimize friction in classroom if any.

Effective teachers are teacher who have skills related to management strategies:

- 1) Have the ability to regularly deal with students who are unobtrusive, interrupt, divert conversation, and able to provide a transition in teaching.
- 2) Able to ask or assign tasks that require different levels of thinking.

Effective teacher are teachers who have skills related to giving feedback and reinforcement:

- a. Able to provide positive feedback in students responses.
- b. Able to provide helpful responses to students who are show in learning.
- c. Able to provide follow-up on unsatisfactory answer.
- d. Able to provide assistance to students as needed.
 1. Able to apply innovative curriculum and teaching methods.
 2. Able to expand and increase knowledge of teaching methods.
 3. Able to utilize teacher group planning to create teaching methods.

Becoming an effective EFL teacher takes practice and special guidance from mentors and administrators. Effective teaching does not involve presenting your exciting lesson or activities to the class, it is a craft learned over time. Effective teaching is a teaching philosophy that can distinctly change given the situation.

A research sythesis for NCCTQ. Goe, Bell, & Little (2008) breaks down teacher effectiveness into five points:

- a) Effective teachers have high expectations for all students and help them learn, as demonstrated on value-added, test-based, or alternative measures.
- b) Effective teachers contribute to positive academic, attitudinal, and social outcomes for students such as regular attendance, on-time promotion to the next grade and graduation, self-efficacy, and cooperative behaviour.
- c) Effective teachers use diverse resources to plan and structure engaging learning opportunities, monitor student progress formatively, adapting instruction as needed, and evaluate learning using multiple sources of evidence.
- d) Effective teachers contribute to the development of classrooms and schools that value diversity and civic-mindedness.

Effective teachers collaborate with other teachers, administrators, parents, and education professionals to ensure students' success, particularly the success of students with special needs and those all at high risk of failure.

C. Conceptual Framework

This study aims to examine the teaching strategies used by EFL teachers and to explore their belief systems concerning the effectiveness of these strategies. The conceptual framework illustrates the relationship between the research input, variables, indicators, and the expected outcomes. The input of this study consists of three English teachers at SMA Ummul Mukminin Makassar who are actively teaching English. These teachers bring with them varying teaching experiences and work within an educational environment that requires the use of diverse instructional methods to address students' learning needs.

The research variables are based on the research questions and objectives of the study. The first variable is the teaching strategies employed by the EFL teachers. These strategies include, but are not limited to, expository teaching, inquiry-based learning, contextual teaching and learning, and other methods designed to enhance student engagement and language acquisition. These strategies are observed through classroom activities and analyzed based on how they are implemented in the teaching and learning process.

The second variable is the teachers' belief systems, which significantly influence the choice and application of teaching strategies. This belief system encompasses internal components such as teachers' assumptions, values, and perceptions about how students learn, the role of the teacher, classroom management, time allocation, and student potential. These beliefs serve as a cognitive framework that shapes instructional behavior, often determining whether a teacher employs teacher-centered or student-centered approaches.

Additionally, this study considers supporting and inhibiting factors that may affect the implementation of teaching strategies. Supporting factors may include teacher motivation, access to teaching resources, and institutional support, while inhibiting factors may involve time constraints, curriculum demands, or limited teaching facilities. The expected outcome of this research is to provide a comprehensive understanding of how teaching strategies are applied in EFL classrooms and how teachers' belief systems inform their instructional decisions. The findings are intended to offer insights into the

alignment between teachers' beliefs and practices, as well as contribute to the improvement of teacher training and professional development programs in the context of EFL instruction.

The conceptual framework is visually represented in the following diagram:



