



## **An Analysis of Teaching Strategies on Students' English Language Learning at MTsN 1 Kota Bengkulu**

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### **ABSTRACT**

This study addressed the limited research on analysis of teaching strategies on students' English language learning at MTsN 1 Kota Bengkulu. It aims to investigate how the teachers' experience and students' perception about teaching strategies employed towards the students English language learning. A mixed-method design was employed, combining qualitative approaches (interviews, documentation) and quantitative data (questionnaires) involving 36 ninth-grade students and a teacher at MTsN 1 Kota Bengkulu. The findings indicate that the teaching strategies using a combination of project-based learning, peer tutoring, mini-projects, and interactive activities such as Text Songs and outdoor activities implemented in ninth-grade MTs English classes have a positive impact on students' English language learning. In addition, students responded positively showing increased enthusiasm, active participation, greater collaboration, and they also expressed that these strategies made learning more enjoyable, less monotonous, and easier to understand, while boosting confidence and willingness to participate.

**Keywords:** English Language, Learning, Teaching Strategies

### **INTRODUCTION**

English has become an essential global language supporting academic advancement, employability, and intercultural communication. In Indonesia, although English is taught as a compulsory subject, many students still struggle to reach the expected competency levels due to limited exposure to English outside the classroom and varying levels of motivation and readiness. Recent studies highlight that the effectiveness of English language learning in EFL contexts is significantly influenced by the quality of teaching strategies implemented by teachers (Rahmawati, 2024; Oktavia et al., 2022). These studies emphasize that students' engagement and learning outcomes improve when teachers employ strategies that are interactive, differentiated, and tailored to students' unique characteristics.

Recent developments in language pedagogy show a shift toward strategies that foreground learner-centered, communicative, and technology-enhanced approaches. For instance, updated research from reveals that implementing varied instructional methods such as peer tutoring, task-based activities, and project-based learning can significantly enhance students' speaking, reading, and writing performance (Rizqiyanti, 2023; Rahmawati, 2024). Moreover, differentiated instruction has been identified as a crucial approach in mixed-ability classrooms, enabling teachers to adjust content, learning processes, and assessment according to students' proficiency levels and learning preferences. A 2025 study by Purnamaningwulan and Purwanto demonstrates that differentiation fosters greater motivation and achievement among EFL learners in Indonesian junior high schools.

Alongside pedagogical innovations, the integration of digital tools and artificial intelligence has emerged as a transformative force in EFL education. Studies included such as Marzuki et al. (2023) indicate that AI-powered tools can enhance writing quality by improving organization, vocabulary choice, and clarity. Similarly, global research trends show that mobile learning and AI-assisted feedback support students in regulating their learning, increasing vocabulary acquisition, and reducing anxiety (Yu, Xu, & Sukjairungwattana, 2023; Hsu, Chang, & Jen, 2024). These findings reinforce the importance of integrating interactive technologies into language classrooms to expand opportunities for authentic and autonomous learning.

Preliminary observations at MTsN 1 Kota Bengkulu reveal that the English teacher employs a blend of traditional and contemporary strategies—such as guided explanations, collaborative activities, project-based tasks, outdoor learning, and peer tutoring—to accommodate students' diverse needs. These strategies align with recent literature that highlights how varied and student-centered instruction fosters higher levels of engagement, motivation, and language performance (e.g., Rizqiyanti, 2023; Rahmawati, 2024). However, students' perceptions of these strategies vary, influenced by their motivation, confidence, and prior exposure to English. Therefore, analyzing these teaching strategies and exploring how students perceive them is essential to improving instructional practices and ensuring effective learning outcomes.

Given these considerations, this study aims to analyze the teaching strategies used by English teachers at MTsN 1 Kota Bengkulu and examine students' perceptions of these strategies. Understanding both implementation and perception is essential because teaching strategies not only shape academic outcomes but also motivation, engagement, and students' willingness to use English. The findings are expected to provide pedagogical insights and recommendations that can contribute to improving instructional quality in EFL classrooms.

## METHOD

This study employed a mixed-methods design, integrating both quantitative and qualitative approaches to obtain a comprehensive understanding of the teaching strategies used in English classes at MTsN 1 Kota Bengkulu and students' perceptions toward them. Mixed-methods enable a more complete analysis because qualitative data clarify the meaning behind quantitative patterns, while quantitative data validate qualitative findings (Creswell & Plano Clark, 2018).

The participants consisted of 36 ninth-grade students from class 9C and one English teacher at MTsN 1 Kota Bengkulu. Class 9C was selected through purposive sampling based on preliminary observations indicating diverse proficiency levels, varied learning behaviors, and representative engagement characteristics. The teacher participated in the qualitative interview to provide insight into instructional practices.

Data in this study were collected using three primary instruments: questionnaires, semi-structured interviews, and documentation. The process began with the administration of a Likert-scale questionnaire to 36 ninth-grade students in class 9C to measure their perceptions of the teaching strategies used during English lessons. The questionnaire contained statements related to teaching clarity, the variety of learning activities, opportunities for practice, and students' motivation, allowing quantitative insights into how students responded to the instructional strategies implemented by their teacher. To complement the quantitative findings, a semi-structured interview was conducted with the English teacher to obtain deeper qualitative information regarding the instructional strategies, the rationale behind their selection, challenges faced during implementation, and the

perceived impact on students' English language learning. The flexible nature of the interview format provided opportunities for probing and clarification, resulting in rich descriptive data. In addition, documentation such as classroom photos, observation notes was collected to support triangulation and strengthen the validity of the data.

The data in this study were analyzed using both quantitative and qualitative procedures consistent with the mixed-methods design. Quantitative data obtained from the student questionnaires were processed through descriptive statistical analysis by calculating frequencies, percentages, and mean scores for each item on the Likert scale. These results were then interpreted using predetermined percentage categories to provide a clear description of students' perceptions regarding the teaching strategies employed in the English classroom. Meanwhile, qualitative data from the teacher interview and documentation were analyzed using the Miles and Huberman interactive model, which consists of data reduction, data display, and conclusion drawing. During data reduction, the interview transcripts were coded and organized to identify meaningful statements and recurring themes related to teaching strategies and their impact on student learning. The data were then displayed in thematic matrices to facilitate the interpretation of emerging patterns and relationships. Finally, conclusions were drawn by integrating both qualitative themes and quantitative results to develop a comprehensive understanding of how teaching strategies were implemented and how students perceived their effectiveness. Triangulation across questionnaires, interviews, and documentation was conducted to enhance the credibility and trustworthiness of the findings.

## RESULT AND DISCUSSIONS

### *Result*

The results of this study reveal that the English teacher at MTsN 1 Kota Bengkulu employed a combination of teaching strategies that integrate project-based learning, peer tutoring, mini-project activities, interactive lessons, and outdoor learning. Interview data showed that the teacher intentionally adapted strategies to accommodate students' diverse learning styles, proficiency levels, and motivation. The teacher emphasized flexible planning, real-time adjustment during lessons, and the importance of continuous motivation. Strategies such as puzzles, drawing, group discussions, Text Song activities, and outdoor observation tasks (e.g., school library exploration) were found to increase students' engagement and confidence, especially among those who were initially passive or shy. Peer tutoring also emerged as an effective approach, allowing more proficient students to support their peers in speaking, writing, and reading tasks.

Quantitative data from the questionnaire further supported these findings. The results of the questionnaire indicate that most students show average levels of engagement in English learning through the strategies employed by their teacher. A total of 75% of students perceived that their English teacher explained the learning activities clearly, as indicated by responses to the questionnaire item, while 72% of students reported understanding the purpose of the teaching methods used in their English class. These percentages fall into the "a large portion" category, showing that the majority of students are clearly knows the explanation from their teacher and the purpose of their teacher teaching method. Furthermore, 70% agreed that their teacher employed diverse activities, such as games, group work, and listening exercises, to facilitate English learning and 70% of students found the teaching methods in their English class to be interesting and varied, as reflected in the questionnaire responses.

Additionally, the different ways of teachers' help for their English skills also shown. A

total of 66% of students agreed that their teacher adjusted lessons to accommodate students with different English proficiency levels, 81% perceived that the teacher employed varied methods to support diverse learning styles, such as listening, speaking, reading, and writing, and 75% of students reported that their teacher provided clear examples to aid understanding of new English topics. In addition 72% indicated having sufficient opportunities to practice English during class, as evidenced by the questionnaire data. These findings shown that teaching strategies promotes positive accommodate students different level, varied method used, and student oppurtunities, which are important components of overall in the classroom. Students' feedback and motivation for teaching strategies also contributed to their engagement. On engagement and motivation, 72% felt activities made learning fun and interesting, 69% were motivated by the teacher's style, 76% received help when facing difficulties in learning for their English skills, and 63% perceived that the teacher sought their feedback on methods. These results suggest that the teaching strategies employed by teachers not only enhance participation in learning but also strengthen students' interest, enjoyment, and intrinsic motivation, which are essential for sustained engagement.

Overall, the findings highlight that the teaching strategies on students English language learning has a significant impact on students' engagement. Almost all of the indicators, including variety of teaching strategies, interaction in the classroom, students' oppurtunities, and motivation, fall within the "a large portion" to "almost all" category. This demonstrates that teaching strategies in English language learning is highly effective in fostering enjoyable, and motivation to learning English language environment for ninth-grade students at MTsN 1 Kota Bengkulu.

### **Discussions**

The findings of this study demonstrate that the teaching strategies implemented by the English teacher at MTsN 1 Kota Bengkulu positively influenced students' engagement, motivation, and comprehension. The integration of interactive strategies such as group discussions, mini-projects, peer tutoring, and outdoor observation aligns with recent research highlighting the effectiveness of varied and student-centered instructional strategies in EFL classrooms. For instance, Rizqiyanti (2023) found that diverse instructional strategies significantly enhanced students' oral fluency by increasing learners' engagement and reducing anxiety in beginner EFL contexts.

The results also echo findings from Purnamaningwulan & Purwanto (2024), who emphasized that Differentiated Instruction (DI) strategies are essential for addressing mixed proficiency levels in Indonesian EFL settings, allowing teachers to tailor instruction based on students' individual needs and learning styles. Such adaptation strengthens students' motivation and sense of achievement, especially in contexts with heterogeneous classrooms.

Moreover, the positive impact of innovative tasks and task-based activities supports Ellis's (2003) principle of authentic task learning, which has been recently reaffirmed by examples of interactive and contextual teaching models. Research on Problem-Based Learning (PBL) by Ulya, Rohman, & Prayogo (2023) showed that task-oriented instruction could improve students' critical thinking, motivation, and language skills, reinforcing the notion that meaningful tasks encourage active participation and deep learning.

In addition to task design and differentiation, the teacher's motivational tactics appear to align with frameworks of motivational teaching strategies. Studies like that of a 2022 case in Aceh showed that motivational strategies positively influenced classroom dynamics and student participation, indicating that emotional and interactive elements play key roles in EFL learning motivation.

Finally, the findings of this study corroborate existing research that varied teaching

strategies—especially when combined with personalized support and interactive learning—can significantly improve students’ engagement and confidence. Integrating theories such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Differentiated Instruction with recent empirical findings confirms that adaptive, student-centered, and contextually relevant strategies are crucial for EFL classrooms in Indonesia today.

## CONCLUSION

This study concluded that the combination of interactive, differentiated, and task-based teaching strategies implemented by the English teacher at MTsN 1 Kota Bengkulu had a positive influence on students’ engagement, motivation, and English learning experiences. The integration of group discussions, peer tutoring, mini-projects, Text Song activities, and outdoor observations successfully supported students with diverse proficiency levels and learning preferences. Quantitative findings showed that most students perceived these strategies as clear, enjoyable, and effective in helping them understand and practice English, while qualitative insights highlighted the teacher’s adaptability and commitment to supporting student learning.

The alignment between the findings and recent research underscores the importance of varied, student-centered, and contextually relevant instruction in EFL settings. Strategies emphasizing communication, collaboration, and meaningful tasks were shown to increase students’ confidence and participation, confirming the value of approaches such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Differentiated Instruction (DI) in modern classrooms. Overall, this study demonstrates that effective English teaching in Indonesian EFL contexts requires flexibility, creativity, and responsiveness to students’ needs. These results provide practical implications for teachers seeking to improve instructional quality and encourage more engaging and supportive learning environments for their learners.

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