



The Use of Instructional Teaching Strategy in Teaching English for Multilevel Classroom

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Abstract

The study was conducted to see the implementation of the instructional teaching strategy in teaching English to Multilevel classroom at UPB (Unit Pengembangan Bahasa) to bidikmisi students who take English course as compulsory subject at STAIN Curup. The design of this research was qualitative research which presented in descriptive way. The subject of this research are the tutors and the students of multilevel classroom. To collect data, interview used to find the basic information from the tutor about the condition and teaching strategy for multilevel classroom, then questionnaire used for the students to get the real answer of the situation in teaching English in Multilevel classroom. The result showed that tutors used variety of instructional teaching strategy such as lesson plan, student's need, native language, self-access materials, group activity and evaluation and assessment to make students in multilevel classroom able to understand the English materials. The tutors always using different instructional teaching strategy to promote success in English teaching learning process for multilevel students at UPB Stain Curup.

Keywords: Instructional teaching strategy, teaching English, multilevel classroom.

Introduction

Teaching is a process of interaction, the teacher does something to students and the students do something in return. In teaching English, a tutor must has a good strategy for to do teaching learning process (Syafryadin, 2020; Syafryadin, et al. 2020). According to Hornby (1995), "Strategy is meant a designed plan for particular purpose". It means, a strategy can help tutor to give the knowledge, information, skill to students easily because it is congruent with students' character. The role of a tutor is important to make the students have self-confidence to practice their English and participate in English and the success of teaching activities depends on the tutor's ability to facilitate, motivate, and especially manage the class.

Moreover, Long and Sato (1997) argue that the tutors must have a great deal of knowledge, understanding and skill, because in teaching learning process the tutors have an important influence to make their students to understand well about the materials. Tutors strategies in teaching English are the strategies used by English tutors to give the lesson and materials. Through using the different strategies, the tutors can make situation in the class be active and fun. In teaching and learning process, tutor's strategies are very important. Learning process will take place if the students can accept and pay attention and also actively participate in the class.

In the implementation of learning process, tutors sometimes find the differences of student characteristic in learning process in the classroom or this case called as a Multilevel class. Multilevel



classrooms are as varied as the students in them. According to Cathy C. Shank and Lynda e. Terrill (1995), the term of multilevel class is to identify any group or learner who differ from one another in one or more significant ways. They include students who communicate in English at a variety of different levels. They may also be considered Multilevel because they include students with different types of learning backgrounds, such as those who have learned orally and those who have learned mainly from a textbook. Based on Melinda Roberts (2017) there are some aspects that can make a class become a multilevel students, such as; 1). The students' educational background, 2). The cultural expectations, 3). The students' personality, 4). Students' goal, 5). The students age, 6). The students learning style, 7). The students access to learn English outside the class. Students may also have different levels of literacy in their own native language and the students working together who range greatly in age.

Matthew and Horne (2006) states that, multilevel has come to define classes where learners from a wide range of levels, from beginning to advanced are placed together in a single group. Multilevel class can present challenges to tutors, who must engage the interest of all the learners in their classes while helping them to achieve their educational goals. In Multilevel classes, the tutors are challenged to use variety of materials, activities, and strategies to engage the interest of the learners and assist them in their educational goal. By Multilevel, the researcher means that students are engaged in learning activities that allow them to function at their English ability, yet are challenged at their zone of proximal development to continue growing and learning especially in English. Afterwards, teaching multilevel class is a challenge that requires great skill and sensitivity.

According to Wright (2006), "Students in Multilevel classes can learn to work together across differences and developing learning communities in which members learn from one on ether's strengths." It means, tutors whose planning reflects knowledge of their learners different language abilities, culture, educational background, classroom expectations and preferred learning styles can help adults learning English as a second language to be partners in their own education. Furthermore, Cathy and Lynda states that, in multilevel classes, the tutors are challenged to use variety of materials, activities, and techniques to engaged the interest of the learners and assist them in their educational goals. This digest recommends ways to choose and organize content for multilevel classes, it explains grouping strategies; it discusses a self-access component, independent work for individual learners; and it offers suggestions for managing the classes.

In the process of teaching learning in the class at UPB STAIN Curup there are several known causes of multilevel class students from Bidikmisi students who are required to take English courses at UPB STAIN Curup. First, the students come from different departments or study programs, this causes a different educational background so that it raises different perceptions and learning methods.



Second, student personality which can influence the learning process, there are students who have high enthusiasm but there are also students who have low enthusiasm in participating in class. Third, regarding the students' goals, students in multilevel class must have different goals in learning English at UPB Stain Curup because based on their questionnaire there are those who really want to learn English but some are just following along as an obligation as a bidikmisi students. Students have different motivations in taking part in learning English at UPB Stain Curup. Fourth, students have a different learning style that makes multilevel classrooms different from other classes. Fifth, students access materials to learn English outside the class, this depends on the students initiative whether they will continue to study English outside of the English learning class or not, this has an effect on the students' mastery of English knowledge, especially outside the hours. Class during the multilevel class at UPB Stain Curup.

To overcome this problem, a teacher needs creativity in teaching to make it easy for students to understand the material being taught, which is a learning strategy in delivering material to students. Strategy (M. Sabhana & Sumarti: 2005), "all effort, include plan, way and trick." Strategy is used to make the problem easier to understand and solve the problem (Djuwarsih: 1989). Strategy is not only needed by students to master the materials or skills in learning, but also the tutors should be needed strategy for transferring knowledge easier to students in learning process. There are so many strategies in learning. One of them is instructional teaching strategy. It means strategy or technique tutors can use to help students become independent. Instructional teaching strategy can 1). Motivate students and help them focus attention, 2). Organize information for understanding and remembering, 3). Monitor and assess learning. In implementing this instruction strategy can help the teaching and learning process to be better. According to Julie & Regina (2006), there are several ways that can determine the success of teaching English in a multilevel class, its following; lesson plan, students need, using native language, self-access materials, group activity, evaluation and assessment. Therefore, based on this explanation, the researcher decided to use an instructional strategy in teaching English in a multilevel class to see the implementation and success of teaching English in the multilevel class UPB STAIN Curup.

Research Methodology

This research was qualitative research which presented in descriptive way. Qualitative research explores attitudes, behavior and experiences through such method as interviews of focus groups. It is attempt to get an in-depth opinion from participants. Descriptive qualitative design since it is an investigation of variety educational problem and issues. The characters of descriptive



qualitative are the data which came from the words, pictures, non-numerical. Even though, there is numerical data, but it is just the supporting data.

This research was conducted at UPB STAIN Curup. The participants was three tutors and 79 students who are come different major studies. The survey was aimed at describing the implementation of instructional teaching strategy in learning English for multilevel students. The Interview had to do to three tutors to find basic information about the situation, condition and their preparation for teaching multilevel students. Then, the questionnaire to students who came from different major studies will become sample, there were around 79 students. In this research used total sampling. Total sampling commonly used where the number of cases being investigated is relatively small. Based on the data that the researcher get from the UPB administrator, the number of population is less than 100 person, the researcher chosen all subjects as the sample.

Instrumentations

To find out the data, interview and questionnaire used in this research. Interview guide was created in order to be guidance of conducting interview. In making the questions sheet of interview guide, the researcher referred to the foremost points inside of the classification of tutor's teaching strategies.

Findings and Discussion

Findings

Table below of the summary of the results of the survey analysis on each of the six factors of instrument sample. The average responses of the participants to the results of the six factors have been described in a separate table. Each of the six factors below contains several items that make up teaching methods that have been centered on instructor dominance. Standard deviation scores are provided for participants which are summarized in the table. The following are the results of this study.

Table 1. Lesson Plan

No	Factor 1 : Lesson Plan	Result
1	Tutors make a lesson plan based on student's need.	8 (10, 28%)
2	Tutors use parallel lesson plan in learning process.	6 (7, 56%)
3	Tutors input different activities in lesson plan appropriate on student's ability.	12 (15,24)
4	Tutors use grouping discussion activity in the lesson plan when teaching English.	24 (42, 84%)
5	Tutors give task based on students' ability in the lesson plan.	19 (20,16)

Based on the data in table 1, it can be seen that the highest percentage is 42,84% tutors make grouping discussion activity in their lesson plan to make teaching learning process easier to help students understand each other by sharing and grouping discussion. Then, 20, 16% tutors give task based on students' ability in the lesson plan. This method is done by the tutor to ensure how well the students understand the materials related to the learning material provided. Next, 15,24% tutors use different techniques or activities appropriate students ability in learning processing their lesson plan to make students with different level or ability able to understand the materials. In the lesson plan, different techniques and strategies are used to help students achieve their English learning goals. In this way, it is able to make students more creative in learning. Around 10, 28% tutors make a lesson plan based on students need in the lesson plan. This is done in order to be able to adjust the learning material according to the needs and abilities of students. The lowest percentage is 7, 56% tutors use parallel lesson plan in learning process to make different atmosphere during teaching and learning process. By this way so that the learning process can be more interesting to follow the needs of students in the classroom.

Table 2. Students Need

No	Factor 2: Students Need	Results
1	Tutors use materials based on students' needs.	6 (7, 56%)
2	Tutors give students a chance to ask about the materials need.	20 (25, 2%)
3	Tutors make the learning process by using group discussion, interview or observation.	44 (55, 44%)
4	Tutors prioritized learning aim individually	9 (11, 34%)

Based on the data in table 2, it shown that the highest percentage is 55,44% tutors let the learning process by using group discussion, interview and observation to know the students abilities and needs when they learn English. Tutors believe using this technique can improve students understanding and knowledge especially in learning English. Besides that, using this technique will help students to find solutions if they are difficult to understand materials when tutors explain. Then, 25, 2% tutors give students a chance to ask about the materials needs based on their level and ability in learning English. In the learning process tutors always let the students to ask about the materials to make sure that they are not confuse in understanding the materials during and after the class. Next, 11, 34% tutors prioritized learning aim individually to know students ability and need. Sometimes tutors giving task individually to see how understand students in mastering the materials. Besides that, individually task is important to see the students' achievements. The lowest percentage is 7, 56% tutors use materials based on students need. The tutors assumed that in making the materials is related

to students ability, but based on students perceptions the materials are so hard to understand, so that is why some of the students still lack in understanding the materials.

Table 3. Using Native Language

No	Factor 3: Using Native Language	Result
1	Tutors and students interact by using English in the learning process.	6 (7, 56%)
2	Tutors open and close the class by using English.	27 (34, 02%)
3	Tutors always using English when give theme in the beginning of study when teaching in class.	16 (20, 16%)
4	Tutors ask and give instruction using full English	19 (23, 94%)
5	Tutors explain the materials by using English	11 (13, 86%)

Based on the data in table 3, the highest percentage is 34, 02% tutors open and close the class by using full English. At the beginning of the class the teacher gave greetings, was absent and warmed up using full English and at the end of the lesson the teacher used English so that students were familiar with English pronunciation. Then 23, 94% tutors ask and give instructions by using full English. Before the learning process begin, sometimes tutors will give the instruction by using full English, but if the students still confuse the tutors will repeat the materials with easy words and slowly. Next, 20, 16% tutors always using English when giving theme of learning in the beginning of teaching learning process. By giving theme is important for students so that they will know the materials that they will learn. Around, 13, 86% tutors explain the materials by using full English, by the tutors' opinion that giving materials by using English will make students accustomed to understanding the meaning of the meaning spoken so they get used to the word. The lowest percentage is 7, 56% tutors and students interact by full English in the classroom. Tutors give the explanation that some of students still lack in communication in English, some of them are not brave enough of use English as communication language in the classroom, but tutors try to speak slowly and easily so the students will motivate themselves in speaking in the class.

Table 4. Material

No	Factor 4 : Material	Result
1	Tutors choose the materials based on students ability.	7 (8, 82%)
2	Tutors let students do task individually.	18 (22, 68%)
3	Tutors give students task based on students level.	3 (3, 78%)
4	Tutors give a chance to students for ask the materials.	51 (64, 26%)

Based on the data on table 4, it can be seen that the highest percentage is 64, 26% tutors give a chance to students for ask materials. Tutors let students to ask about the materials, tutors believe if students ask will help them more understand about the materials. Then 22, 68% tutors let students do

task individually. After the material explained sometimes tutor give materials individually to see the extent to which students understand the material being taught. Next, 8, 82% tutors choose the materials based on students ability. Based on tutors explanation tutor have made material based on students' abilities, but the students think that the material taught is still confusing and difficult to understand. The lowest percentage is 3, 78% tutors give students task based on their level. Students' opinion said that the materials what is being taught makes it difficult for them to learn it and sometimes even the tasks given are not based on their abilities.

Table 5. Group Activity

No	Factor 5 : Group Activity	Result
1	Tutors use grouping activity to solve the problems.	30 (37, 8%)
2	Tutors determine the group based on students level.	0 (0%)
3	Tutors let students to determine group by themselves	22 (27, 72%)
4	Tutors divide the students into pair work, group work, teamwork and whole class work	27 (34, 02%)

Based on the data in table 5, it can be seen that the highest percentage is 37, 8% tutors use grouping to solve problem. Tutors believe with using grouping activity will make students easy to understand the material with sharing each other. Especially for students who are shy to ask to tutors, they will ask the materials in group. Next, 34, 02% tutors divide the students into pair work, group work, team work and whole class work. Sometimes the activity in the class is so boring, so to build students interest, tutors divide students into work group, pair group, team work and whole class work to solve the boring situation in the classroom. Then, 27, 72% tutors let students to determine group by themselves. In determine the group, tutors let students to choose their group partner. So in this way the tutors can see the character of the students and can know the social spirit and solidarity between fellow students. The lowest percentage is 0% tutors determine the group based on students level. Tutors do not choose group based on students level, students determine their group by themselves.

Table 6. Evaluation and Assessment

No	Factor 6 : Evaluation and Assessment	Result
1	Tutors always evaluate the learning process.	16 (20, 16%)
2	Tutors give assessment based on students' ability.	17 (21, 42%)
3	Tutors give assessment individually and group.	23 (28, 98%)
4	Tutors give feedback to students in the and of teaching process.	11 (13, 86%)
5	Tutors give the openness to students in give assessment.	12 (15, 12%)

Based on the data in table 6, it can be seen that the highest percentage is 28, 98% tutors give assessment individually or group. The giving of these grades is intended so that the value given meets the assessment criteria of the assessment standards given through the students' personal abilities.

Then, 21, 42% tutors give assessment based on students' ability. Tutors always give the assessment based on students' ability. The grading is based on the assessment of the assignments given both individually and in groups. Next, 20, 16% tutors always evaluate the learning process. At the beginning of learning, tutors always remind and ask students about the material studied last week so that students are encouraged to master the material they have studied. Then at the end of the lesson, tutors always ask students about the material being studied on that day and students are given the opportunity to ask questions or argue related to the learning process. Then, 15, 12% tutors give the openness of assessment to students, with this way can make students realize about the assessment standards so that they can collect the point to make their results high. The lowest percentage is 13, 86% tutors determine what students need in learning proses based on students result and opinion. In the end of learning process the tutors always review the materials to know the students need so that tutors will know the weakness or lack in mastering the materials.

Results

No	Aspect	Result	Percentage
1	Factor 1: Lesson Plan	Tutors input grouping discussion activity in their lesson plan	42,84 %
2	Factor 2 : Students Need	Tutors make the learning process by using group discussion, interview or observation.	55,44%
3	Factor 3 : Using Native Language	Tutors open and close the class by using English	42,84%
4	Factor 4 : Self- Access Material	Tutors give a chance to students for ask about the materials	64,26%
5	Factor 5 : Group Activity	Tutors use group activity to help students	37,8%
6	Factor 6 : Evaluation and Assessment	Tutors give assessment individually and group	28,98%

Discussion

The use of instructional teaching strategy for multilevel students includes the following aspects; tutors use a lesson plan, students need, using native language, self-access materials, group activity, evaluation and assessment. There were six discussion of this research:

First, in the lesson plan aspects, tutors include grouping activities in the lesson plans they create. With the grouping activity in the lesson plan, learning activities will be especially helpful for students who still don't understand the material and they will ask questions in the group. How to be an effective teacher (Wong, 2009:12) (1) an effective teacher has positive expectations for students success; and a lesson reflects such expectations. (2) An effective teacher knows how to design lesson plan for students mastery; which is reflects in lesson plan and (3) an effective teacher is an extremely



good in classroom manager; which is possible via good time management during class time and that is possible only by effective implementation of a good lesson plan.

Teachers decide about the form and content of their instructions such as; how much presenting, questioning and discussion to do; how much materials to cover in the allotted time, and how in depth to make their instruction (Borich, 2007). The plan shall be practical and usable, be economical in terms of teacher time, and strengthen the educational program depending on the grade level and subject matter, teachers may be required to follow curriculum designated by campus or district administration.

Second, the highest percentage is 55, 44% where tutors make learning process by using group discussion, interview and observation. Hossain (2013) investigated the needs and want required by engineering students. The result indicated that the materials selection should be varied in terms of content to train people for a job, serving materials used in a job and other materials relevant to occupational purposes.

Teachers must know the students need so that students get relevant materials according to the needs and objectives of the study. West (1994) argue that “analysis of needs” is a concept of needs to seek what learners have to do with the foreign language and how learners master the language during the period learning.

Third, in the aspect of using native language, the highest percentage is 42.84% of tutors open and close the class by using English. Some studies have been also conducted related using full English or use of first language. Hidayati (2012) conducted a study to six classes of different majors involving six English lectures from a Polytechnic in Bandung in order to find out whether or not the use of Bahasa Indonesia by lecture in learning process and the result showed that the use of first language promoted the classroom interaction. In contrast to the study by Handayati (2012), the analysis of data in Manara’s (2007) study showed that most of the students agree that English should be in EFL classroom. Meaning, more exposure of English in the classroom provides them a good chance to learn English because they are infrequently exposed to English outside their classroom.

Fourth, in the aspect of self-access materials, the highest percentage was 64.26% tutors give a chance to students for ask about the materials. In the learning process, student and teacher interaction is needed to create interactive and communicative classes so that students who have control in understanding the material can directly ask the tutor. Brenes (2012) said English materials are a course should seek up to provide exposure to the specialized genres and register, to support learning through stimulating cognitive process and providing a structure and progression for learners to follow, to motivate learners through providing achievable challenge and interesting content and to provide a resources for self-access materials outside of the classroom.



Fifth, in the aspect of group activity, the highest percentage is 37.8% tutors use group activity to help students in understanding the materials. In the learning process students will often carry out learning using group learning activities so that students are familiar and trained with a social spirit and are able to share their ideas with their group friends. According to Douglas (2000:11) group work can develop the students to interact with other students, it means that group work can develop quite warm, friendly atmosphere each other. Gillies and Ashman (2003:54) stated that group work in language class, is a co-operate activity. It is designed and implemented to develop social strategies and acceptable social attitudes in students to improve social relations within and between groups.

Sixth, on the evaluation and assessment aspects, the highest percentage is 28.98%, tutors give assessment individually or group. In this aspect, assignments are given individually or in groups so that tutors can judge each student based on their learning achievement in the classroom. Assessment and evaluation are essential components of teaching and learning in English language. Without an effective evaluation program it is impossible to know whether students have learned, whether teaching has been effective or how best to address students learning needs. Assessment is the process of gathering evidence of what the child can do. Evaluation is the process that follows this collection of data, including analysis and reflections as well as decisions based on the data.

The needs assessment and evaluation process focuses and builds on learners' accomplishments and abilities rather than deficits, allowing learners to articulate and display what they are already know (Holt Van Duzer, 2000). 7

Conclusion and Suggestion

From the explanation above, it can be concluded that the tutors in English teaching process at multilevel classroom have not fully implemented the aspects of teaching instructional learning when teaching. Tutors only apply a number of factors that they often apply to lesson. Thus, the application of instructional teaching strategy in teaching English for multilevel students have not been maximized.

This study is to look at learning English by paying attention to the aspects of learning instructional strategies so that students who come from different levels and majors are able to master and understand the material being taught in class. Therefore, based on the results of the research, the tutors at the UPB Stain Curup still have not fully used the learning aspects of the instructional strategy for multilevel students and therefore the tutors must be able to improve the way of teaching and understanding by paying attention to the needs of students and how to learn in order to create maximum learning for multilevel class.



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