

CHAPTER II LITERATURE REVIEW

A. Constructivist Theory

Constructivist Theory is a prominent educational framework that emphasizes the active role of learners in constructing their own understanding and knowledge of the world. This theory is grounded in the belief that learning is a process of making sense of experiences, rather than merely absorbing information. Constructivist Theory posits that learners actively build their own knowledge through personal experiences, interactions, and reflections, rather than passively receiving information from teachers. Rooted in the works of theorists like Jean Piaget, Lev Vygotsky, and Jerome Bruner, it views knowledge as subjective and context-dependent—shaped by prior understanding and social influences.

In English language teaching, this shifts the focus from rote memorization to meaningful engagement, fostering skills like reading, writing, speaking, and listening through real-world application. This section explores the key principles of Constructivist Theory and its implications for teaching English language skills.

1. Key Principles of Constructivist Theory

a. Active Learning

Constructivism posits that learners are active participants in their own learning process, transforming education from passive reception of facts into a dynamic construction of meaning through inquiry-driven exploration, hands-on experimentation, collaborative problem-solving, and reflective practices. Students engage with materials, ask questions, and explore concepts by drawing on prior knowledge—dissecting news articles for biases, building personalized vocabulary tools, debating in groups inspired by Vygotsky's Zone of Proximal Development, or journaling to articulate metacognition—which fosters deeper understanding as they resolve cognitive dissonances through trial and error.

b. Social Interaction

According to Vygotsky (1978), social interaction plays a crucial role in cognitive development by enabling learners to achieve more through guided collaboration than they could alone, a concept central to his Zone of Proximal Development (ZPD)—the gap between independent performance and potential with

support from peers or teachers. Constructivist Theory builds on this by emphasizing collaborative learning, where students work together in dynamic groups to solve authentic problems, share diverse ideas, and construct knowledge collectively, transforming isolated study into a shared journey of discovery. This interaction particularly enhances language skills as students communicate fluently, negotiate meaning through dialogue—debating interpretations of texts or co-creating narratives—and receive immediate feedback, fostering not just vocabulary and grammar but also pragmatic competence like turn-taking and persuasion.

c. Prior Knowledge

Constructivism recognizes that learners arrive in the classroom equipped with pre-existing knowledge, beliefs, and personal experiences that shape how they interpret new information, making prior knowledge the foundation for all learning. Effective teaching bridges this gap by deliberately connecting novel concepts to students' existing schemas—through analogies, real-life examples, or diagnostic activities—enabling them to reconstruct and expand their understanding rather than starting from scratch. This learner-centered approach is

especially potent in language learning, where students activate their native or L1 linguistic knowledge to assimilate new vocabulary, grammar rules, or idiomatic expressions; for instance, relating English phrasal verbs to similar structures in their first language accelerates acquisition and reduces cognitive overload, fostering fluency and confidence. In multilingual classrooms, this method shines by honoring linguistic diversity—bilingual glossaries or code-switching activities help students negotiate between languages, boosting motivation and proficiency as they "remix" familiar patterns into new ones.

d. Contextual Learning

Learning is most effective when embedded in meaningful contexts that mirror real-world use, as Constructivist Theory advocates situating instruction within authentic, student-relevant scenarios rather than abstract drills. This contextual approach transforms language learning by linking vocabulary, grammar, and skills to everyday situations—like composing emails for job applications or debating social issues—helping students grasp practical applications and boosting engagement through personal relevance.

Teachers design project-based tasks, such as community surveys or digital storytelling, where students collaborate on relevant topics, seeing immediate value in their growing proficiency. This mirrors Vygotsky's emphasis on socially mediated contexts, yielding adaptable communicators ready for global interactions.

e. Reflection

Constructivism encourages learners to reflect on their experiences and the learning process, fostering metacognition that allows students to evaluate their understanding, identify knowledge gaps, and forge connections between concepts for deeper insight. In language learning, this essential practice—through tools like journaling, peer feedback, or reviewing speaking recordings—transforms errors into actionable growth, such as pinpointing pronunciation issues or linking new grammar to familiar vocabulary, ultimately boosting retention and promoting self-regulated, lifelong proficiency.

B. TEFL (Teaching English as a Foreign Language)

1. Definition of TEFL

Teaching English as a Foreign Language (TEFL) is the discipline and practice of teaching the English language to learners whose first language is not English, typically in countries where English is not the dominant or official language. The primary goal of TEFL is to equip learners with the necessary skills to communicate effectively in English for academic, professional, social, or personal purposes.

TEFL encompasses a wide range of teaching methodologies, materials, and assessment techniques designed to address the diverse needs of learners at different proficiency levels. TEFL is distinct from other forms of English language teaching in that it usually takes place in environments where English is not the primary language spoken outside the classroom. This context presents unique challenges, such as limited exposure to English outside the learning environment, which requires teachers to employ specific strategies to maximize language acquisition. These strategies often emphasize interactive and communicative approaches to encourage active use of the language.

2. *Related Concepts*

- a. TESOL (Teaching English to Speakers of Other Languages):

TESOL is an umbrella term that includes both TEFL and ESL (English as a Second Language). While TEFL focuses on teaching English in non-English-speaking countries, TESOL covers teaching English to non-native speakers both in countries where English is the dominant language and where it is not. TESOL programs often prepare teachers to work in a variety of contexts, including immigrant communities, international schools, and language institutes.

- b. EFL vs. ESL:

Understanding the distinction between EFL and ESL is important for contextualizing teaching strategies.

1. EFL (English as a Foreign Language) refers to learning English in a country where English is not the primary language. Learners typically have limited opportunities to use English outside the classroom, which means teaching strategies must compensate for this lack of immersion.
2. ESL (English as a Second Language) refers to learning English in a country where English is the

dominant language. Learners are often immersed in English-speaking environments, which can accelerate language acquisition but also requires different pedagogical approaches.

3. *Teaching Strategies in TEFL*

Effective teaching strategies in TEFL are designed to overcome the challenges posed by limited exposure to English and to foster meaningful language use. Some widely recognized strategies include:

a. Direct Instruction

Direct instruction is a teacher-centered approach that involves explicit teaching of concepts and skills. This strategy is particularly effective for teaching grammar, vocabulary, and pronunciation. Research by Rosenshine (2012) indicates that direct instruction can lead to significant improvements in students' understanding of language rules and structures. In the context of MTsN 1 Kota Bengkulu, teachers can utilize direct instruction to provide clear explanations and examples, helping students build a strong foundation in English.

b. Collaborative Learning

Collaborative learning involves students working together in pairs or small groups to complete tasks or solve problems. This strategy

promotes interaction and communication among students, which is essential for language development. According to Johnson and Johnson (2014), collaborative learning enhances students' speaking and listening skills as they engage in discussions and share ideas. Implementing group activities, such as role-plays or peer teaching, can foster a supportive learning environment at MTsN 1 Kota Bengkulu.

c. Differentiated Instruction

Differentiated instruction is an approach that tailors teaching methods and resources to meet the diverse needs of students. This strategy recognizes that students have varying levels of proficiency, learning styles, and interests. Tomlinson (2014) emphasizes that differentiated instruction can lead to improved student engagement and achievement. At MTsN 1 Kota Bengkulu, teachers can differentiate instruction by providing varied reading materials, adjusting the complexity of tasks, and offering choices in assignments, thereby accommodating all learners.

d. Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) focuses on enabling students to communicate

effectively in real-life situations. This approach encourages the use of authentic materials and activities that promote interaction, such as discussions, debates, and simulations. According to Richards and Rodgers (2014), CLT enhances students' fluency and confidence in using the language. Teachers at MTsN 1 Kota Bengkulu can implement CLT by designing lessons that prioritize communication and practical language use.

Communicative Language Teaching (CLT) significantly enhances students' English language skills by focusing on real-life communication and interaction. It promotes the development of speaking, listening, reading, and writing skills through engaging activities that foster communicative competence and student-centered learning.

e. Task-Based Language Teaching (TBLT)

Task-Based Language Teaching (TBLT) emphasizes the use of meaningful tasks as the central component of language instruction. This strategy encourages students to use the target language to complete specific tasks, such as projects, presentations, or problem-solving activities. Ellis (2003) argues that TBLT promotes

language acquisition by providing students with opportunities to use language in context. At MTsN 1 Kota Bengkulu, teachers can incorporate TBLT by designing tasks that require students to collaborate and communicate in English.

f. Technology-Enhanced Learning

The integration of technology in language teaching can significantly enhance student engagement and learning outcomes. Tools such as language learning apps, online resources, and multimedia presentations can provide interactive and dynamic learning experiences. Research by Lai and Hwang (2016) indicates that technology-enhanced learning can improve students' writing and speaking skills by providing immediate feedback and opportunities for practice. Teachers at MTsN 1 Kota Bengkulu can leverage technology to create a more interactive and engaging English language learning environment.

C. Concept of Approach, Strategy and Method

In the field of education, particularly in language teaching, the terms approach, method, and strategy are fundamental concepts that describe different levels of instructional design and implementation. Although these

terms are sometimes used interchangeably, they have distinct meanings and roles in the teaching and learning process.

1. Approach

An approach in language teaching represents the broadest and most theoretical level of educational planning, encompassing underlying principles, beliefs, and theories about how language is learned and should be taught. It serves as the philosophical foundation that shapes teaching practices, answering fundamental questions like "Why do we teach this way?" and reflecting broader educational ideologies. For instance, the Communicative Approach, rooted in communicative language teaching (CLT) theories, posits that language acquisition thrives through meaningful interaction and real-life communication, prioritizing functional language use over mechanical drills. This contrasts with the Grammar-Translation Approach, which emphasizes translation and grammar rules for literary analysis, or the Audio-Lingual Approach, inspired by behaviorist theories, focusing on habit formation through repetition and drills. The Natural Approach, drawing from Krashen's input hypothesis, advocates for comprehensible input in low-anxiety environments, mimicking natural acquisition. Approaches guide the overall direction of

curricula but remain abstract, not dictating specific activities—those are handled by methods and techniques. Richards and Rodgers (2014) in *Approaches and Methods in Language Teaching* stress that selecting an appropriate approach aligns with learner needs, cultural contexts, and institutional goals, ensuring effective, theory-driven instruction.

Approaches provide the "why" behind teaching, influencing how skills like listening, speaking, reading, and writing are developed. They shape curricula by prioritizing certain practices: CLT fosters interactive tasks for communication, while Grammar-Translation builds analytical skills for academic texts. Research by Larsen-Freeman and Anderson (2011) in *Techniques and Principles in Language Teaching* shows that mismatched approaches can hinder motivation, whereas aligned ones accelerate proficiency. In diverse classrooms, hybrid approaches (e.g., blending CLT with task-based elements) address varied learner profiles, promoting inclusive, evidence-based education.

2. Strategy

A strategy in language teaching represents the most specific, flexible, and adaptable level of instructional planning, referring to the particular

techniques, actions, or steps that teachers and learners employ to facilitate learning and achieve goals. Unlike more rigid methods, strategies are not fixed blueprints but versatile tools that can be customized, combined, or improvised based on context, learner needs, and objectives. They encompass a broad array of activities designed to enhance engagement and effectiveness, such as group discussions (fostering collaborative dialogue), role-plays (practicing real-life interactions), visual aids (e.g., diagrams or videos for clarification), scaffolding (providing gradual support like prompts or models), questioning techniques (e.g., probing questions to deepen understanding), and technology integration (e.g., apps for interactive exercises). For instance, a teacher might use pair work to promote student interaction and reduce anxiety, graphic organizers to help learners structure ideas visually, or storytelling to contextualize lessons and boost motivation. Strategies empower educators to respond dynamically to classroom variables, making teaching more responsive and learner-centered. Ur (2012) in *A Course in English Language Teaching* emphasizes that effective strategies are practical, varied, and aligned with learning theories, improving retention and

proficiency by catering to diverse styles and fostering active participation.

Strategies serve as the actionable bridge between theoretical approaches and methods, directly supporting the development of language skills like listening, speaking, reading, and writing. They enable personalized instruction, allowing teachers to address individual differences and promote metacognitive awareness (e.g., learners reflecting on their own strategies). Research by Oxford (1990) in "Language Learning Strategies" highlights that learner strategies, such as mnemonic devices or context prediction, enhance autonomy and outcomes. In modern classrooms, strategies incorporate technology and cultural elements, ensuring inclusive, engaging environments that accelerate acquisition by making learning relevant and enjoyable.

Strategies are essential because they directly influence how students engage with the material, how they process information, and how effectively they acquire new skills. They are the practical means through which the principles of an approach and the framework of a method are realized in the classroom.

While approaches and methods provide important theoretical and procedural frameworks, focusing on teaching strategies is the best choice for this thesis for several reasons:

a. Practical Relevance:

Teaching strategies represent the actual practices that teachers implement in the classroom. By studying strategies, this research can provide concrete insights into what teachers do to enhance learning, making the findings directly applicable to improving instructional quality at MTsN 1 Kota Bengkulu.

Teaching strategies encompass the tangible, observable practices that educators employ within the classroom environment to facilitate student learning, engagement, and mastery of content. Unlike broader theoretical frameworks or pedagogical philosophies, these strategies focus on the "how" of instruction—specific techniques such as lesson sequencing, student grouping, questioning methods, feedback delivery, and assessment integration—that teachers actively implement during daily lessons. By zeroing in on these concrete actions, research into teaching strategies yields highly practical, evidence-based insights into the real-world behaviors that drive enhanced learning outcomes.

Examining teaching strategies allows researchers to move beyond abstract ideals and capture the nuanced realities of classroom dynamics, including how teachers adapt to diverse learner needs, manage time, and respond to immediate feedback. This approach reveals strengths, such as effective use of collaborative activities or differentiated tasks, as well as gaps, like over-reliance on lecturing, providing a roadmap for targeted professional development.

The findings from strategy-focused studies are inherently actionable, offering school leaders and policymakers at MTsN 1 Kota Bengkulu precise recommendations—such as adopting think-pair-share for active participation or graphic organizers for conceptual visualization—to elevate instructional quality without requiring wholesale systemic overhauls. This granularity supports iterative refinements, like peer coaching on strategic questioning to foster critical thinking, leading to measurable gains in student motivation, retention, and achievement. Ultimately, prioritizing strategies bridges the gap between research and practice, empowering educators to refine their craft for sustained impact.

b. Flexibility and Adaptability:

Strategies are adaptable to different teaching contexts, learner needs, and content areas. This flexibility allows teachers to tailor their instruction to the specific challenges and opportunities present in their classrooms, which is particularly important in diverse EFL settings.

Teaching strategies are inherently adaptable, enabling educators to customize their instructional approaches across varied teaching contexts, such as urban versus rural classrooms, learner needs ranging from beginners to advanced proficiency levels, and content areas like grammar, speaking, or reading comprehension. This flexibility stems from the modular nature of strategies—techniques like scaffolding, task-based activities, or peer feedback can be scaled, sequenced, or combined to address immediate classroom realities, ensuring relevance and effectiveness without rigid adherence to a single model.

Strategies flex to diverse learner profiles by embedding differentiation, such as providing visual aids for visual learners or extended think-time for introverted EFL students hesitant in speaking tasks. In EFL classrooms, where proficiency gaps are wide,

teachers adjust cognitive activation—using simpler prompts for low-level learners or debate prompts for advanced ones—to build confidence and competence progressively.

Diverse EFL settings amplify this importance, as students vary in exposure to English, motivation, and L1 interference; flexible strategies like communicative language teaching with adjustable pair-work roles tackle these challenges, fostering inclusive environments that leverage local contexts, such as integrating Bengkulu folklore into role-plays for cultural relevance and opportunity maximization. This tailoring boosts outcomes like fluency and retention in heterogeneous groups.

c. Direct Impact on Student Learning:

Because strategies involve the specific actions taken during teaching, they have an immediate effect on student engagement, motivation, and comprehension. Investigating strategies enables the identification of effective practices that can be reinforced or areas where improvement is needed.

Teaching strategies, as specific, observable actions executed during lessons—such as posing targeted questions, facilitating group discussions, or providing immediate feedback—exert an immediate

and direct influence on student engagement by drawing learners into active participation, boosting motivation through relevant and interactive tasks, and enhancing comprehension via clear modeling and scaffolded practice. These actions create real-time ripple effects: a well-timed think-pair-share elevates engagement from passive listening to collaborative dialogue, while adaptive feedback loops sustain motivation by addressing misconceptions on the spot, leading to deeper comprehension as students process and internalize content dynamically. Unlike abstract philosophies, strategies' tangibility ensures measurable shifts in classroom energy and retention within a single session.

Investigating strategies pinpoints high-impact practices for reinforcement, like cognitive activation tasks proven to spark curiosity, or flags inefficiencies such as over-lecturing that stifles motivation. This granular analysis reveals patterns—like consistent use of visuals for EFL comprehension—enabling data-driven tweaks that amplify outcomes in diverse settings like MTsN 1 Kota Bengkulu.

Findings guide targeted interventions: reinforcing peer teaching for engagement while training on differentiation to bridge comprehension

gaps, fostering a cycle of continuous improvement that elevates overall instructional quality through evidence-based, classroom-ready adjustments.

d. Bridging Theory and Practice:

While approaches and methods provide the theoretical and procedural background, strategies serve as the bridge between theory and practice. Analyzing teaching strategies allows this thesis to connect educational theories (such as Constructivist Learning Theory and Cognitive Load Theory) with real-world classroom practices.

Teaching strategies act as the practical bridge connecting overarching educational approaches (broad philosophies like student-centered learning) and methods (structured procedures like task-based language teaching) to the immediate, observable actions in the classroom. While approaches offer theoretical foundations and methods outline sequential steps, strategies translate these into flexible, context-specific tactics—such as scaffolding during group work or prompting with wait time—that teachers deploy spontaneously to achieve lesson goals.

This bridging role is crucial in EFL contexts like MTsN 1 Kota Bengkulu, where Constructivist Learning Theory emphasizes knowledge construction

through active exploration, operationalized via strategies like think-pair-share that encourage students to build on prior experiences. Similarly, Cognitive Load Theory, which advocates minimizing extraneous cognitive demands, manifests in strategies such as chunking information or using visual aids to optimize working memory during grammar lessons, ensuring theoretical principles yield tangible learning gains.

By analyzing strategies, this empirically links these theories to classroom realities: for instance, observing how constructivist strategies foster EFL dialogue or cognitive load-reducing visuals enhance comprehension in diverse madrasah settings. This connection reveals alignment gaps—such as underuse of low-load strategies amid high-stakes testing—providing evidence-based recommendations to refine instruction without discarding proven theories.

3. Method

A method in language teaching is a more concrete and practical framework than an approach, serving as a systematic plan or set of procedures derived from theoretical principles. It translates abstract beliefs into actionable instructional strategies, including specific techniques, classroom activities, and materials, providing teachers with a structured

blueprint for organizing lessons and delivering content. For example, the Direct Method, often aligned with the Communicative Approach, emphasizes immersion in the target language by teaching exclusively through it, prioritizing oral skills, and integrating everyday vocabulary and grammar into real-life contexts. This method outlines lesson structures, such as inductive grammar presentation (demonstrating rules through examples rather than explicit explanation), interactive dialogues, and contextual exercises like role-plays. Other methods include the Audio-Lingual Method (focused on drills and repetition for habit formation), the Total Physical Response Method (using physical actions to respond to commands, promoting kinesthetic learning), and Task-Based Language Teaching (centering on real-world tasks to foster collaborative communication). Each method is tailored to achieve distinct outcomes, such as fluency in Direct Method or accuracy in Audio-Lingual, and is adaptable to learner needs. Richards and Rodgers (2014) in *Approaches and Methods in Language Teaching* highlight that methods offer practical guidance while allowing flexibility, ensuring they bridge theory and practice for effective language acquisition.

Methods operationalize approaches by providing teachers with tools to facilitate skill development across listening, speaking, reading, and writing. They ensure consistency in delivery, helping learners progress systematically. For instance, Direct Method builds oral proficiency through immersion, while TBLT encourages holistic, task-driven growth. Research by Larsen-Freeman and Anderson (2011) in *Techniques and Principles in Language Teaching* shows that well-chosen methods enhance motivation and outcomes, particularly when matched to learner styles (e.g., kinesthetic for TPR). In diverse settings, methods can be hybridized, such as combining Direct Method's immersion with TBLT's tasks, to address cultural and proficiency variations.

Understanding the distinctions among approach, method, and strategy provides a comprehensive framework for analyzing language teaching. Approaches represent broad theoretical philosophies, such as constructivism or behaviorism, that guide overall instructional orientation. Methods are more structured procedural frameworks, like the Audio-Lingual Method or Communicative Language Teaching, outlining systematic steps for lesson delivery. Strategies, however, are the specific, observable tactics—such as scaffolding, peer feedback, or think-aloud protocols—that

teachers adapt in real-time to classroom dynamics. However, for the purpose of this thesis, concentrating on teaching strategies offers the most valuable and actionable insights.

Concentrating on teaching strategies yields the most valuable and actionable insights, as they directly capture the "what happens" in lessons at MTsN 1 Kota Bengkulu, bridging abstract theory to practical execution. This focus avoids the vagueness of approaches or rigidity of methods, zeroing in on flexible practices that teachers can immediately refine for EFL contexts with diverse learners, limited resources, and cultural nuances. Strategies represent the tangible, adaptable, and impactful practices that shape the learning experience. By examining the teaching strategies employed at MTSN 1 Kota Bengkulu, this research aims to identify effective techniques that enhance English language learning and provide recommendations for improving instructional practices in this specific educational context.

D. Teacher Teaching Strategy

1. Definition of Strategy

A strategy is a comprehensive plan of action designed to achieve specific goals and objectives within a given context. It involves the allocation of resources and the formulation of decisions that guide an organization or individual in navigating challenges and opportunities. According to Mintzberg et al. (2020), "Strategy is a pattern

in a stream of decisions", emphasizing the importance of consistency in decision-making over time.

In the context of education, strategy refers to the methods and approaches employed by educators to facilitate learning and improve student outcomes. As highlighted by Hattie and Donoghue (2016), "Effective teaching strategies are those that have a significant impact on student learning". This underscores the necessity for educators to adopt evidence-based strategies that enhance student engagement and achievement.

Furthermore, in a rapidly changing environment, organizations must adopt flexible strategies that allow for adaptation and responsiveness. As noted by Teece (2018), "Dynamic capabilities enable organizations to adapt their strategies in response to changing environments". This adaptability is crucial in both business and educational settings, where the landscape is continually evolving.

In summary, strategy encompasses a range of actions and decisions aimed at achieving desired outcomes, whether in business, education, or other fields. The effectiveness of these strategies is often determined by their alignment with specific goals and the context in which they are implemented.

2. Definition of Teacher Strategy

A teacher strategy refers to the specific instructional methods and approaches employed by educators to facilitate student learning and enhance educational outcomes. These strategies encompass a wide range of practices, including lesson planning, classroom management, assessment techniques, and feedback mechanisms. According to Hattie (2021), "Teacher strategies are the deliberate actions taken by educators to influence student learning and achievement". This definition highlights the intentionality behind the choices teachers make in their instructional practices.

Effective teacher strategies are grounded in evidence-based practices that have been shown to improve student engagement and learning outcomes. For instance, Marzano et al. (2017) emphasize that "high-yield instructional strategies, such as cooperative learning and formative assessment, significantly impact student achievement". This underscores the importance of selecting strategies that are supported by research and tailored to meet the diverse needs of students.

Furthermore, teacher strategies must be adaptable to the changing dynamics of the classroom environment. As noted by Tomlinson (2017), "Differentiated instruction is a key strategy that allows teachers to respond to the

varied learning needs of students". This adaptability is crucial in ensuring that all students have access to meaningful learning experiences.

Teacher strategies is the methods and techniques employed by educators to facilitate learning. These strategies can include direct instruction, collaborative learning, differentiated instruction, and the use of technology in the classroom. The effectiveness of these strategies can significantly impact students' engagement and language development.

In summary, teacher strategies encompass a variety of instructional approaches aimed at fostering student learning and achievement. The effectiveness of these strategies is often determined by their alignment with educational goals and the specific needs of students in the classroom.

E. English Language Skills

English language skills encompass four primary components: listening, speaking, reading, and writing. Proficiency in these areas is essential for effective communication and academic success. English language skills are essential for effective communication and academic success in a globalized world. This section outlines the four primary components of English language skills—listening,

speaking, reading, and writing—and discusses their importance in the context of high school education.

1. *Listening Skill*

Listening is a critical component of language acquisition and communication. It involves the ability to understand spoken language, interpret meaning, and respond appropriately. Effective listening skills are essential for students to comprehend lectures, participate in discussions, and engage with audio materials such as podcasts and videos. Listening is not merely a passive skill but a dynamic process that forms the bedrock of language learning and effective interpersonal communication. It encompasses more than just hearing sounds; it requires active cognitive engagement to decode auditory input, extract meaning from context, and formulate appropriate responses. In educational settings, strong listening skills enable students to follow complex lectures, contribute meaningfully to group discussions, and process multimedia content like podcasts, audiobooks, and instructional videos. Without proficient listening, learners often struggle with comprehension gaps that hinder progress in speaking, reading, and writing. Research underscores this: Vandergrift (2007) in his seminal work "Recent Developments in Second and Foreign Language Listening Comprehension Research" argues that listening

comprehension acts as a cornerstone for developing other language competencies, as it builds phonological awareness, vocabulary, and syntactic understanding through repeated exposure to authentic speech patterns.

2. *Speaking Skill*

Speaking skills refer to the ability to express thoughts, ideas, and emotions verbally. This skill encompasses pronunciation, fluency, vocabulary usage, and the ability to construct coherent sentences. Speaking is crucial for effective communication in both academic and social contexts. In academic settings, strong speaking skills enable students to participate in lectures, deliver presentations, and engage in discussions, while socially, they facilitate everyday conversations, negotiations, and relationship-building. Without proficient speaking, learners may experience frustration or isolation, as it directly impacts self-expression and cultural integration. Ur (2012) in her book *A Course in English Language Teaching* emphasizes that interactive speaking activities—such as role-plays (simulating real-life scenarios), debates (arguing viewpoints), and presentations (structured delivery of information)—boost learners' confidence by reducing anxiety and fostering practical proficiency through repetition and feedback.

3. Reading Skill

Reading skills involve the ability to understand, interpret, and analyze written texts. Proficient reading skills are vital for academic success, as they enable students to access information, comprehend literature, and engage with various texts across subjects. Reading is a fundamental receptive skill that empowers individuals to decode, interpret, and critically analyze written texts, transforming static words into meaningful knowledge. It encompasses not just decoding letters and words but also grasping context, inferring implications, and synthesizing information. In academic environments, proficient reading skills are indispensable for students to absorb textbooks, research articles, and literary works, fostering intellectual growth and cross-disciplinary understanding. Socially and professionally, they enable engagement with news, emails, and digital content, promoting lifelong learning and informed decision-making. Grabe and Stoller (2011) in their book *Teaching and Researching Reading* emphasize that strategic reading techniques—such as skimming (quickly identifying main ideas), scanning (searching for specific details), and summarizing (condensing key points)—enhance comprehension and efficiency, allowing learners to navigate vast amounts of information effectively.

4. *Writing Skill*

Writing skills encompass the ability to communicate ideas effectively in written form. This includes grammar, punctuation, organization, and the ability to express thoughts clearly and coherently. Writing is an essential skill for academic success, as it is often required in essays, reports, and examinations. Writing is a productive skill that enables individuals to convey ideas, arguments, and narratives through structured text, serving as a bridge between thought and expression. It involves mastery of grammar (correct syntax and sentence structure), punctuation (proper use of marks for clarity), organization (logical flow and sequencing of ideas), and coherence (clear, connected expression of thoughts). In academic settings, proficient writing is critical for success in essays, research reports, and exams, where it demonstrates critical thinking and subject knowledge. Beyond academia, it supports professional communication (e.g., emails, proposals) and personal expression (e.g., journaling, creative writing). Hyland (2003) in *Second Language Writing* argues that effective writing instruction must balance the "process" (iterative stages like brainstorming, drafting, and revising) and the "product" (the final polished output), encouraging students to view writing as a recursive cycle of creation

and refinement. This approach builds confidence, reduces errors, and fosters metacognitive skills, such as self-editing, which are vital for lifelong writing proficiency.

F. Perception

Perception is the cognitive process by which individuals interpret, organize, and assign meaning to sensory information from the environment, influenced by factors such as attention, memory, expectations, and context, ultimately shaping subjective experiences and behaviors (Servin-Barthet et al., 2023). This process is not passive; rather, it involves selective attention, where certain stimuli are prioritized while others are filtered out, leading to potential biases like confirmation bias or perceptual illusions. In educational settings, this foundational understanding underscores how learners' perceptions can vary widely, affecting everything from information retention to problem-solving strategies.

Students' perception, in particular, refers to the subjective lens through which learners view their academic environment, including teachers, peers, curricula, and personal capabilities, often influencing motivation, engagement, and achievement. This concept is pivotal in pedagogy, as students' perceptions of classroom fairness, relevance of material, and self-efficacy can either facilitate or hinder learning outcomes (Megavitry et al., 2023). This perceptual lens is shaped by a confluence of factors such as

prior knowledge, cultural background, emotional state, and environmental cues, often leading to varied responses to the same stimuli, for example, one student might perceive a challenging assignment as an opportunity for growth, while another sees it as an insurmountable barrier.

G. Conceptual Framework

In the context of research, a conceptual framework serves as a blueprint for the study. It outlines the theoretical underpinnings of the research, identifies the key variables, and illustrates how these variables are expected to interact.

Relationships Between Variables

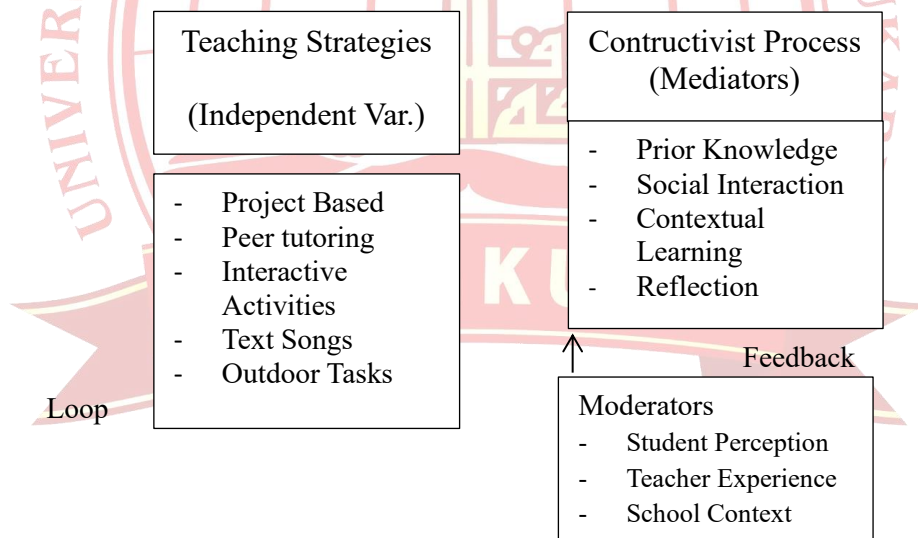


Figure 2.1
Conceptual Framework

Effective teacher strategies are hypothesized to positively on students' English Learning.

Teaching strategies, defined as the methods and techniques employed by teachers to facilitate language acquisition, serve as the independent variable influencing students' proficiency in English, which is the dependent variable. The framework also considers moderating factors including teacher strategy, and student perception, recognizing that these contextual elements can affect the success of teaching strategies.

By analyzing how different instructional methods—such as task-based learning, cooperative learning, and the use of multimedia—interact with these factors, the study aims to identify strategy employed and how students' react to it for their skills in listening, speaking, reading, and writing.

This conceptual framework guides the research by linking theoretical perspectives with practical classroom applications, providing a basis for evaluating the effectiveness of teaching strategies in improving English language outcomes at MTsN 1 Kota Bengkulu. The conceptual framework of this study is centered on examining how the teaching strategies on students' English language learning at MTsN 1 Kota Bengkulu.

H. Some Related Previous Studies

In their study, (Firharmawan & Heriyanto, 2023) explored students' perceptions of English speaking teaching strategies in a Madrasah Aliyah context. The study found that students responded positively to interactive strategies such as role plays, dialogues, and discussions. These strategies were perceived to enhance their speaking skills and increase engagement in the classroom. However, this study focuses on high school students, which is different from the context of this study, which focuses on middle school students at MTsN 1 Kota Bengkulu. This study also did not explore how these strategies affect other language skills, such as writing or listening, which are part of this research's scope.

(Wati et al., 2022) investigated the effectiveness of various English teaching strategies in improving students' language skills at SMK Negeri 3 Pati. The study highlighted that while teaching strategies contributed positively to improving speaking and writing skills, some students expressed dissatisfaction with the monotony of traditional methods. This study underscores the need for continuous evaluation and adaptation of teaching strategies. Unlike this study, which examines multiple language skills (speaking, reading, writing, listening), Wati and Susanto's study primarily focused on speaking and writing skills.

Islamiyah and Ni'mah (2024) conducted a descriptive qualitative study on students' perceptions of reading strategies in an Indonesian school. Their research indicated that interactive and engaging reading activities improved students' motivation and comprehension. This study found that students preferred project-based and task-based strategies as they provided real-life application of language learning. However, this study only focused on reading, whereas the present research explores a wider range of teaching strategies that impact overall language learning.

Lamatokan (2025) explored students' perceptions of teaching styles and learning strategies in SMA Negeri 1 Tobelo. The study found that students were motivated by interactive and communicative strategies, and their participation improved with the use of peer collaboration and discovery-based activities. While this research shares similarities with the current study, which also examines interactive strategies, Lamatokan's study was conducted in a high school setting and does not explore students' perceptions of how various strategies affect language learning outcomes, a key focus of this study.

Ahmad and Suziyanti (2019) examined the perceptions of students at MTs Nurul Huda Parit 5 Sungai Luar on the teaching strategies used by their English teacher. The study found that students gave positive feedback on the use of

interactive activities, such as role-playing and group discussions, as these strategies made learning more engaging and enjoyable. However, this study did not provide an in-depth analysis of how these strategies affected students' overall English proficiency, which is the focus of the current research.

In a study on reading comprehension strategies in a teacher education context, Syafitra and Baso (2025) found that diverse and engaging instructional strategies helped students develop better comprehension skills. The research emphasized the need for contextual strategies that relate directly to students' experiences. However, this study focused on reading comprehension and did not examine the full spectrum of language skills as in the current study, which looks at listening, speaking, reading, and writing.

While several studies have explored the effectiveness of teaching strategies and students' perceptions in various educational contexts, there remains a notable gap in the literature, especially in the Indonesian middle school context (MTs). The existing research tends to focus on higher education or specific language skills, leaving middle school settings underexplored. For example, while Firharmawan and Heriyanto (2023) and Wati & Susanto (2022) focused on high school settings, and Ahmad & Suziyanti (2019) looked at MTs but only on specific skills like speaking, none of these studies provided a comprehensive view of how multiple teaching

strategies impact students' overall language proficiency across all four core skills (listening, speaking, reading, and writing). Moreover, many studies fail to address how students' perceptions of teaching strategies influence their motivation, participation, and engagement in the learning process. This research aims to fill this gap by focusing on students' perceptions and how various teaching strategies impact their holistic English language learning.

This study offers several novel contributions to the existing body of research. Unlike previous studies that have focused on high school or university settings, this study specifically examines English teaching strategies in a middle school (MTs) in Bengkulu. This provides insights into the unique challenges and opportunities for improving English language learning in this particular educational context. While previous studies often focused on one or two specific language skills (speaking, reading), this study explores the impact of teaching strategies on all four language skills (listening, speaking, reading, and writing). This comprehensive approach offers a broader understanding of how different strategies influence overall English language learning. The novelty of this research lies in its focus on students' perceptions of teaching strategies. Previous research has often explored the effectiveness of teaching methods, but this study goes a step further by examining how students perceive these strategies

and how their perceptions influence their motivation, engagement, and language proficiency. This study also investigates the combination of various teaching strategies, including project-based learning, peer tutoring, mini-projects, and interactive activities like Text Songs and outdoor activities. The use of these diverse strategies, particularly in the Indonesian middle school context, offers a novel contribution to the literature, as most studies tend to focus on single-strategy approaches.

