

Teaching Strategies of English Teacher with Tour Guide Experiences: A Case Study in Sembalun High Schools

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Abstract: This study intended to describe the strategies of English teachers with tour guide experiences used in teaching English and the effects of teachers' experiences as a tour guide on their teaching. The research used a qualitative research method which implemented a case study approach. The procedures of data collection were observation and interview. Technique of data analysis were data condensation, data display, and verification and conclusion. The result of the data showed that there were 8 (eight) cognitive strategies and 3 (three) metacognitive strategies that teachers used in their teaching. The cognitive strategies include repetition, resourcing, translation, note-taking, elaboration, imagery, and inferencing whereas, whilst, the metacognitive strategies encompass setting learning objectives, creating study plans, and monitoring comprehension and production. Moreover, the effects of English teachers' experiences as tour guides on their teaching include the teachers' concerns to help students be familiar with several accents and help them understand variations in pronunciation and intonation, then minimizing confusion when students are faced with various accents. Another effect is the process of running the class in which the teachers occasionally involve tourists in classroom activities. Because of this, students can speak directly with them, and improve their English speaking, listening, and understanding skills with authentic accents.

Keywords: teaching strategies, English teachers' experiences, tour guide

INTRODUCTION

The first step teachers must master in teaching English is teaching strategies. Many various teaching strategies may be used. Every strategy yields a different outcome. So teachers can apply many kinds of strategies to create the student's interest and also increase the student's attention in the learning process. (Sanjaya, 2014) states that in education, strategies can be explained as plans, methods, or series of activities designed to achieve a particular educational goal. The teacher needs a teaching strategy for educating students to build an interest in learning. The purpose of teaching strategy is to make it easier for a teacher to present learning materials in the best way possible (Lail et al., 2022; A & Suradi, 2023; Asyaari, 2023). In addition, to build interest in learning,

Teaching strategies are one of the important factors in the teaching-learning process. The teaching strategies used by the teacher will affect the classroom activities and classroom management. According to the classification of strategies before there are cognitive and metacognitive strategies. (O'Malley & Chamot, 1990) state that cognitive strategies are closely linked to specific learning tasks and they are used in the learning process, including repetition, translation, grouping, resourcing, note-taking, deduction, elaboration, auditory representation, contextualization, keyword, transfer, imagery and inference. Meanwhile, metacognitive strategies involve executive processes in planning for learning, monitoring comprehension and production, and evaluating how well a learning objective has been achieved (O'Malley & Chamot, 1990).

Bo et al. (2022) state that teachers dictating, writing on the blackboard, and students listening are characterized by classroom teaching. English teachers with tour guide experience possess valuable expertise in engaging diverse audiences, adapting communication styles, and conveying information effectively. However, there is a need to explore

and identify specific teaching strategies derived from their tour guide background that can be incorporated into language instruction to create dynamic and immersive learning experiences.

The field of education is constantly evolving, with educators continuously seeking innovative teaching strategies to enhance student learning and engagement. Teachers with diverse backgrounds and experiences bring unique perspectives and approaches to the classroom, contributing to the richness of the educational environment (Gillies, 2016). One such group of teachers is those who have prior experience as tour guides. In terms of tour guide experiences, teachers can use their knowledge of different cultures and places to help students learn about the world around them. For example, they can incorporate field trips into their lessons or use multimedia resources such as videos and photos to help students visualize different places. Tour guides are skilled at communicating with diverse groups of people. Teachers with tour guide experience can transfer their skill into the classroom, making lessons more engaging and accessible to students with varying learning styles and need (Kanoksilapatham & Suranakkharin, 2019).

RESEARCH METHODS

The researcher used a qualitative research method by applying a case study approach. All data and information in this research were collected through observations and interviews to find out the strategies of English teachers with tour guide experiences used in teaching English and the effects of teachers' experiences as a tour guide on their teaching. (Fraenkel & Wallen, 2009) state that a case study is a qualitative method that focuses on one important individual, group, or situation to develop interpretations for that particular instance or to make a helpful generalization. As qualitative research, this research was only an explanation of findings and this research was not obtained through statistical procedures.

In a case study, the researcher is indeed a critical instrument or data collection tool. The researcher's role is to observe, interact, and gather information directly from two teachers, its participants, and its context. The supporting instruments to be used to collect the data and information were observation and interview. According to (Kabir, 2016), "Observation is a systematic data collection approach and researchers use all of their senses to examine people in natural settings or naturally occurring situations". Moreover, (Kabir, 2016) states "Interviewing involves asking questions and getting answers from participants in a study". An interview is a dialogue done by the interviewer to get information from the interviewee. The interview questions were about their strategies in teaching English.

The researcher needed the source of data to get the information dealing with the formulation of the problems. There were two kinds of data sources; primary data and secondary data. Primary data was collected through interviews with two English teachers and observation. That provided first-hand information and insights into the English teaching strategies of teachers with tour guide experience. Secondary was found from the lesson plan of the teacher with tour guide experiences in Sembalun high schools.

FINDINGS & DISCUSSIONS

This research was conducted on Tuesday 14th November 2023, at SMPN 2 Sembalun, and on Thursday 16th November 2023, at SMAN 1 Sembalun. This study used observation and interviews to collect the data. Furthermore, the following area of research findings came from the observation and interview of two teachers regarding the strategies that the teachers used and the effect of their experiences on their teaching.

The Strategies of English Teachers with Tour Guide Experience Used in Teaching English

In this research, it was found that both participants applied cognitive and metacognitive strategies in teaching English.

Cognitive Strategies

The English teacher strategy was obtained by observation and interview. Cognitive strategies were carried out by the teacher when teaching English. Based on data obtained the teacher used cognitive strategies such as repetition, translation, resourcing, note-taking, elaboration, imagery, and inferencing. They were as follows:

- Repetition

Repetition was often carried out by students in classroom. During the learning process, The First Participant typically instructed students to write challenging words on the board. Then the teacher prompted students to listen to the pronunciation of the word. Subsequently, students repeated the words after the teacher. While the second participant guided students to read the text together by following what the teacher had read. The teacher repeated several times the words whose pronunciation was more difficult, and the students imitated. As described as follows.

P1: " Yes I often ask students to repeat especially vocabulary. It helps student to master and remember the vocabulary".

P2: "Yes through repetition, I can help students to remember the vocabulary or information taught easily.

Then repetition can also help build students' long-term memory".

- Translation

There were several techniques that teachers used when asking students to translate. The first participant usually asked students to translate difficult words related to the material using a dictionary. After that, the teacher asked students to write the meaning of each difficult word on the blackboard. Meanwhile, the second participant usually had students work in groups on short texts, and then the teacher asked them to translate the text using a dictionary. As stated below.

P1: "As we know, before the curriculum was revised or in the 2013 curriculum, English subjects in Indonesia were only taught at junior high school level. So I always ask students to bring a dictionary because it really helps beginner students to learn English and I also often give them exercises to translate difficult words that they encounter when learning English".

P2: "Sometimes I integrate translation exercises such as asking students to translate a text in a group. This is to actively involve students in the class. so students do not just listen".

- Resourcing

In teaching learning process, YouTube was one of the resourcing used by both teachers. Usually after conveying the learning objectives. Teachers play a video related to the material being taught. Before playing the video, teachers asked students to pay attention. After the video was played, teachers asked one of the students to explain what they had watched. As stated below:

P1: "Yes, sometimes I use online references like YouTube. I deliver the material in video form. It helps me and the students also be more focused and interested in learning".

P2: "In explaining materials I often integrate online resourcing exercises such as YouTube then sometimes I ask students to bring their smartphone and asked them to download a translation app. So the student can use the app when they find an unfamiliar word".

- Note-taking

Note taking was often carried out by students in classroom during language lessons or activities. At the beginning of the lesson, both of the teachers asked students to take notes on the learning objectives. Then students also took note while the teacher explained the material and during group discussions. As stated below:

P1: "it's a routine activity, usually student take notes when they were in group discussions. Then it's useful for students. Because they can go back to their notes to re-understand concepts or information they may have forgotten. Their notes can be an effective source of preparation for exams or assignments.

P2: " Yes, usually I ask students to take notes when I convey the learning objective, in group discussion, and in explaining a materials. Because that is not easy to memorize foreign words, so students have to take notes while studying. Writing activities provide benefits for students to improve their ability to remember lessons"

- Elaboration

After explaining the material, the teacher divided students into a group, and then students developed the concepts they learned through discussion. After that teachers asked

students to explain the topic in their own words. This statement was supported as below:

P1: "As I said before, I often ask students to work in group discussion, and after that students explain the results of their discussion using their own words".

P2: "Before or after reading a text, I asked students to elaborate the main ideas presented in the text. After that discussing their elaborations in class".

- **Imagery**

There are several techniques that teacher use in applying Imagery as one of their strategy in teaching. The first participant usually used images at the beginning of the lesson. Before the teacher conveyed the new topics, the teacher showed students an image that related to the new topic. After that the teacher asked students to guess the new topic through the images. While the second participant used images in teaching descriptions text or narrative text. In teaching description text usually the teacher showed a picture and asked students to make a description of the images. As stated below:

P1: "Imagery makes learning more interesting. Usually, I used images at the beginning of the lesson. Before I convey new topics, I show students an image that relates to the new topic. After that, I asked students to guess the new topic through the images".

P2: "Yes, I often showed images by ppt. In teaching description text or narrative text, I usually showed a picture and asked students to make a description of the images. So the student can more focus and more interest to pay attention of the material".

- **Inferencing**

Teachers also often asked students to do inferencing. One of the examples is when they teach a text. The teachers gave students a text, then they asked students to analyze and conclude the contents of the text. Students are encouraged to make predictions about the text, draw conclusions, and make inferences based on the information provided. After that Teachers asked questions about the text and what can be inferred. As stated below:

P1: "When they learn a text, I always give them the text and ask them to find points from the text in groups".

P2: "In my opinion, applying inferencing can improve students' memory because they are actively involved in processing and organizing information. That's why I often asked students to draw information from the text. Because good readers draw many inferences from the text as they read".

Metacognitive Strategies

The English teacher strategies were obtained by observation and interview. Based on the observation and interview both of the English teachers used metacognitive strategies. Based on the observations and interview, it showed that the teachers used metacognitive strategies such as setting learning objectives, creating study plan, and monitoring comprehension and production. They were as follows:

- **Setting Learning Objectives**

Both of the teachers convey the learning objectives at the beginning of the course or lesson to provide clear direction. Before convey learning objectives, the teachers usually ask student's conditions and review previous material. After that, the teacher presents a learning plan that includes

specific tasks to achieve, their learning goals and asks students to take notes in their books. As stated below:

P1: "In providing lessons in the beginning I always tell students the learning objectives of the material because setting learning objectives helps provide a clear focus on what students want to achieve during learning. This can direct their attention to key aspects of the lesson or unit".

P2: "Yes, I always set learning objectives before starting a lesson because that is a very important thing. Setting learning objectives can help students to plan what they will learn".

- **Creating Study Plans**

After convey learning objectives, both of the teacher encourage students to create weekly study plans. Both of the teachers usually asked students to prepare one paper and asked students to take notes about what they would learn, when, and for how long. As stated below:

P1: "Yes I often ask students to create study plans because it is important for students. By planning study time, students can improve their study efficiency. They can avoid wasting time and focus on activities that support achieving learning goals".

P2: "Usually after I convey the learning objectives, I also often ask students to make notes about what needs to be done, how long it will take, the task, etc. Making a study plan helps students form positive habits in studying".

- **Monitoring Comprehension and production**

Both of the teacher evaluate students' understanding by asking students to ask questions if there is any ambiguity. Before the teachers finish the class, the teachers always ask student to ask question. The teachers also give scores to the student's task. So students also can evaluate their progress. Sometimes the teachers also asked random students to answer a question. If the student cannot answer, it means that the students don't really understand the material. This statement was supported as below:

P1: "I monitor students' production by asking students to ask questions and gave students a task. This allows them to identify areas where they may need additional explanation or reinforcement".

P2: "Yes I can see each student's individual progress by the results of their assignment. This can help me and my students to know the ability of my teaching and students understand".

Involving tourists in classroom activities

Both of the teachers are as teaching members and tour guides from the Sembalun Community Development Center (SCDC). SCDC is one of the English language courses. SCDCS was formed by Sembalun youth and also collaborated with an institution called Fourth World Love from the US. Then the institution brought guests from abroad. That way sometimes the teachers involved tourists as native speakers into the classroom activities. Then usually the tourist motivated students and asked students to have a conversation etc. As stated below:

P1: "After I became a tour guide, the Sembalun youth and I built SCDC (English course class). We built the organization with an NGO called Fourth World Love from the US and ran a volunteer program. Teams from the US often come as teachers too. On that occasion, I also invited a teacher from the US to come into my class

and they provided teaching that really attracted the students' interest. Students become more enthusiastic and active”.

P2: “I have brought tourists into the classroom and gave the students the opportunity to talk directly to the tourists and it really pleased the students. So that students do not feel bored while studying The experience of talking directly with tourists can be an unforgettable moment for students. Students also can improve their language skills and provide a greater insight into the English language and culture. Apart from being a tour guide, the teacher also joined SCDS and then there the teacher worked as a team teacher for beginners. We have volunteers from America. They come directly to the institution or SCDS. The volunteers often ask to be taken to school. So I often invite them to my class and as a tour guide we get guests from various countries”

DISCUSSION

This part discusses the findings of observation and interview about some theories that fit the findings. Teaching strategies are among the main factors that help determine how well students learn foreign languages. Every teacher needs to create teaching strategies. (Sanjaya, 2014) states that in education, strategies can be explained as plans, methods, or series of activities designed to achieve a particular educational goal. The researcher only focused on teaching strategies and the effects of their experiences in their teaching. There are two kinds of strategies that both teachers used. There were cognitive and metacognitive strategies. This is relevant to (O'Malley & Chamot, 1990) who state that cognitive strategies are closely linked to specific learning tasks and they are used in the learning process, including repetition, translation, grouping, resourcing, note-taking, deduction, elaboration, auditory representation, contextualization, keyword, transfer, imagery, and inference. (O'Malley & Chamot, 1990) also state that metacognitive strategies involve executive processes in planning for learning, monitoring comprehension and production, and evaluating how well a learning objective has been achieved (O'Malley & Chamot, 1990).

The Strategies Teachers with Tour Guide Experience Used in Teaching English

Cognitive Strategies

1. Repetition

Based on the results of observations and interviews that was conducted by researchers. Both of the teachers encourage repetition as one of the strategies in teaching. Because the teachers think that repetition is one of the language practices so that students can more easily remember the vocabulary. Both of the English teachers asked students to repeat words or sentences. The teachers think that repetition is one of the language practices that is useful for students as described by (Gunawan, 2020) "Repetition is highly beneficial for students and has a significant impact on the outcomes of learning activities because students will actively listen and re-grasp the content provided by the teachers". In the learning process, repetition is one of the activities that teachers often implement. Vocabulary repetition can help students improve pronunciation, master vocabulary, and ultimately improve language skills. The techniques used by teachers during activities vary. By having students listen to the teacher's

disclosures highlights the focus on vocabulary development. The process is repeated until students become familiar with the words to strengthen and solidify the newly acquired vocabulary. This activity also helps students' reading skills.

2. Translation

Both teachers applied translation in their teaching-learning process. Teachers integrate translation exercises or activities and allow students to use translation tools such as dictionaries. The translation was used to help students understand words or sentences by opening a dictionary. This is in line with (Campbell, 2002) who stated that if teachers completely ignore and stop the usage of translation, it might have a reverse effect on students, for beginners, translating sentences can help them understand the meaning and structure of sentences.

3. Resourcing

Based on the findings, both of the teachers integrate resources and allowed students to use dictionaries. Resourcing was employed to support and enhance student's understanding of the subject matter. So, both of the teachers provided online resources for additional language learning material. P1 emphasizes the advantages of delivering materials in video form. It contributes to increased focus and interest among students. This aligns with the multimedia principle in educational psychology, which suggests that incorporating visual and auditory elements, such as videos, can enhance learning by catering to diverse learning styles.

The second participant not only uses YouTube for a material explanation but also encourages students to bring smartphones, introducing an application by having them download translation apps. This approach not only utilizes multimedia for content delivery but also leverages technology for language exploration, addressing unfamiliar words through interactive and practical means.

4. Note Taking

Taking notes while reading or listening to English content helps students summarize and retain key information. This strategy is particularly useful for academic contexts. Both of the teachers encourage students to take notes. Taking notes helps students to absorb and process information in more depth. It is a useful reference for students. They can go back to their notes to re-understand concepts or information they may have forgotten. Their notes can be an effective source of preparation for exams or assignments. Students can use their notes as a review tool.

First participants often asked students to take notes during discussions. This practice is seen as beneficial, allowing students to revisit their notes to reinforce concepts or information. The notes become a valuable resource for exam preparation and assignments. The second participant extends the importance of note-taking to the entire lesson, advocating for students to take notes from the beginning to the end. The rationale behind this approach is rooted in the recognition that memorizing foreign words is not an easy task. Therefore, note-taking is presented as a fundamental strategy for students to enhance their ability to remember and internalize lesson content.

5. Elaboration

(Priawasana et al., 2020) state that Elaboration is a strategy for organizing learning from a general to a specific order. Encourage students to expand on concepts they're learning. This can involve discussing, writing about, or explaining the topic in their own words. Based on the results of

observations and interviews conducted by researchers found that both of the teachers encourage

6. Imagery

Based on the statement, It was found that both of the teachers encourage image and its make student more interest and focus when learning English. Tennessee (Ulfa & Rosa, 2014) states that imagery is an activity that leads learners through the process of adding detail to sentence starters to create mental images of what they are writing.

The use of imagery aligns with multimedia learning principles, emphasizing the importance of combining visual and verbal elements to enhance learning. The incorporation of visuals can aid in information retention, comprehension, and the overall learning experience. Additionally, it caters to the varied preferences and learning styles of students, contributing to a more inclusive educational approach.

7. Inferencing

According to (Weirs, 2005), Making inferences is often described as making a logical guess or "reading between the lines", making an inference is a lot like the chemical process compound when two elements combine and form a new substance. Both of the teachers encourage inferencing. Applying inferencing can improve students' memory because they are actively involved in processing and organizing information in more depth. Inferencing requires students to take something from the text.

The Metacognitive Strategies

1. Setting Learning Objectives

Metacognitive strategies involve executive processes in planning for learning (O'Malley & Chamot, 1990). Then setting learning objectives is one of the parts of planning for learning. At the beginning of a course or a lesson, the teacher and students collaboratively set clear and achievable language learning goals.

2. Creating a Study Plan

Both of the teachers encourage creating study plans. Students can create weekly study plans that outline what they will study, when, and for how long. This plan might include specific tasks like reading a certain number of pages, practicing vocabulary, or participating in speaking exercises. Students can create weekly study plans that outline what they will study, when, and for how long. This plan might include specific tasks like reading a certain number of pages, practicing vocabulary, or participating in speaking exercises. Based on the results of observations and interviews conducted by researchers found that both of the teachers encouraged creating a study plan.

3. Monitoring Comprehension and Production

The teachers also monitor students production. Students can ask questions or request clarification when they encounter challenging language. By monitoring comprehension teachers can find each student's individual progress. Language learners can use metacognitive strategies to monitor their comprehension of English texts, spoken language, or conversations. They can then listen to the recordings to monitor their pronunciation and fluency. During group discussions or reading sessions, students can ask questions or request clarification when they encounter challenging language. Based on the results of observations and interviews both of the teachers encourage monitoring comprehension and production. By monitoring comprehension teachers can find each student's individual progress.

The Affect of English Teachers' Experiences in Their Strategies

The findings of this study indicate that there are several effects of their experiences as tour guides in teaching English. These effects include as following:

1. Helping students understand different accent

A tour guide communicates with different types of foreigners every day. Tour guides who interact with foreign tourists directly can have a practical understanding of how English is used in real situations. They may be more accustomed to the different accents and variations of English used by tourists from different countries. So both teachers can teach students to pronounce words in several. This can help English teachers to develop their oral communication skills, which is an important aspect of language teaching. Tour guides who interact with foreign tourists directly can have a practical understanding of how English is used in real situations. They may be more accustomed to the different accents and variations of English used by tourists from different countries. This allows them to help students understand variations in pronunciation and intonation, then minimizing confusion when students are faced with various accents.

2. Involving tourists in classroom activities

Both of the teachers can take advantage of their networks and connections with tourists. So the English teachers involved tourists in the classroom. Then students can speak directly with them, improving their English speaking, listening, and understanding skills with an authentic accent. Inviting tourists as guest speakers allows students to practice English communication in the real world. They can ask questions, interact, and communicate in a more authentic context. Students can develop their listening skills by listening to native speakers directly.

In conclusion, teachers with tour guide experiences have unique strategies while teaching English. Cognitive strategies including elaboration, note-taking, and repetition help to strengthen knowledge, while resourcing and translation help to improve vocabulary and comprehension. Using imagery, and inferencing engages students and promotes their active engagement. Students can take a more independent approach to managing their learning by using metacognitive strategies like setting learning objectives and monitoring comprehension. Having experience as a tour guide, the teachers have interacted with several foreign tourists. They may be more accustomed to the different accents and variations of English used by tourists from different countries. This allows them to help students understand variations in pronunciation and intonation, then minimizing confusion when students are faced with various accents. Through their experiences as tour guides, the teachers also involved tourists in the classroom. So students can speak directly with the tourist.

CONCLUSION

Based on the analyses and discussion of the findings in the previous chapter, it can be concluded that there were 8 (eight) cognitive strategies and 3 (three) metacognitive strategies that teachers used in their teaching. The cognitive strategies include repetition, resourcing, translation, note-taking, elaboration, imagery, and inferencing whereas the metacognitive strategies encompass setting learning objectives, creating study plans, and monitoring comprehension and production. Second, the effects of English teachers' experiences as tour guides on their teaching

include the teachers' concerns to help students be familiar with several accents. Another effect is the process of running the class in which the teachers occasionally involve tourists in classroom activities.

Future studies could explore the effectiveness of the identified cognitive and metacognitive strategies in improving specific language skills, such as speaking, listening, reading, or writing, in diverse educational contexts. Additionally, research could investigate how integrating teachers' unique professional experiences, such as those gained from being tour guides, influences student engagement and learning outcomes. Comparative studies between teachers with and without such experiences could offer deeper insights into the pedagogical benefits of real-world professional exposure. Finally, examining the long-term impact of involving tourists in classroom activities on students' intercultural competence and confidence in using English would be a valuable avenue for further research.

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