



The Students' Attitude Toward Teachers' Strategy in Teaching English at The Tenth Grade of SMK Negeri 2 Pulau Morotai

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ABSTRACT

This research shows result 1) the teacher provided strategies (cooperative method), for example, making small groups of students so that they are active and help each other. This is also an interesting thing to do. Still, teacher said that it cannot be applied to every English learning material. The use of English learning strategies is indeed essential to increase activeness, motivation, interest and others instudents; many factors need to be considered, strating from the environment, facilities, comfort of the learning space. And for 2) students' attitudes towards of teacher strategy, based on the data in the result finding above, uncooperative, fun learning, boring environment, negative evaluation, and the effect has low scores comared to cooperative learning is superior to others so students were happier when the teacher gave or provides a cooperative.

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ABSTRACT

Penelitian ini menunjukkan hasil 1) guru memberikan strategi (metode kooperatif), misalnya, membentuk kelompok kecil siswa agar mereka aktif dan saling membantu. Hal ini juga merupakan hal yang menarik untuk dilakukan. Namun, guru mengatakan bahwa hal ini tidak dapat diterapkan pada setiap materi pembelajaran bahasa Inggris. Penggunaan strategi pembelajaran bahasa Inggris memang penting untuk meningkatkan keaktifan, motivasi, minat, dan aspek lain pada siswa; banyak faktor yang perlu dipertimbangkan, mulai dari lingkungan, fasilitas, hingga kenyamanan ruang belajar. Dan untuk 2) sikap siswa terhadap strategi guru, berdasarkan data dalam temuan hasil di atas, sikap tidak kooperatif, pembelajaran yang menyenangkan, lingkungan yang membosankan, evaluasi negatif, dan efeknya memiliki skor rendah dibandingkan dengan pembelajaran kooperatif yang lebih unggul daripada yang lain, sehingga siswa lebih bahagia ketika guru memberikan atau menerapkan metode kooperatif.

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INTRODUCTION

According to Gajalakshmi (2019:1) Language as an education is the powerful tool which helps to modify the students' attitude the needs of the society. Attitude towards teaching strategy is believe to influence students' motivation and their attitude and finally can improve their achievement by choosing the good teaching strategies by used of the teacher as the effect of their positive attitude.

Strategy is important and without strategy the objective of teaching process cannot be achieved effectively because strategy is a plan in teaching-learning process. Dauda support that strategy is a plan, method, or series activities for obtaining a specific goal or result in education. According to Yunus Dauda (2021:1). Develop students' attitudes towards teachers' strategy is considered to be one of the most important issues that should be take into account when discussing factors affecting the teaching-learning process. Students' attitude can define as a collection of feelings regarding language use and their feeling when the student's study in classroom. The feelings are good, bad and or negative attitudes or positive attitudes.

In this research the researcher wants to explore what is the students' attitude toward teachers' strategy in teaching English. The researcher thinks that to be good teacher, people must have a potency and quantity, in other that teaching learning process and make students have positive attitude, from the cognitive effective, and behavioral aspects. The researcher choose SMK Negeri 2 Pulau Morotai because the researcher gained when conducting observations at the school based on

experience of the researcher, the students attitude is not enough to teach English because the use of strategy by the teacher is not appropriate in order that students have a negative attitude when the teacher teach them English in classroom so that, the researcher will be focuses on teacher strategy when the teacher teach English and the researcher want to know the students attitude and teacher strategy in teaching English at the tenth grade SMK Negeri 2 Pulau Morotai.

LITERATURE REVIEW

1. The Definition of Strategy

According to Victoria Bull (2020:5) The word strategy means a plan intended to achieve a particular purpose. In addition, the basic characteristic of the match an organization achieves with it is environment is called strategy. In context of teaching English as a foreign language, teacher's strategies are of special interest; role in creating an enjoyable English language teaching experience for students in the classroom is very important.

According to Abuddin Nata (2019:6) Strategy can also be interpreted as a general pattern of activities of teacher's strategy that is a outline of the bow to act in general pattern of activities to achieve goals that have been outlined. In addition, statement strategy is the different way to achieving the objective of teaching with different situation. On the other hand, strategy as versatile instructional tools that teacher and students can apply with a wide variety of materials and interaction goals.

2. The Types of Teaching Strategies

According to Sussssyono & Hariyanto (2021:8) there are two types of teaching strategies use by the teacher in teaching English in classroom, that is teacher cantered and students countered. Strategies that can use by the teacher in teaching English in classroom, that is teacher cantered and students cantered.

3. Theory of Attitude

According to Azwar (2018:10) they stated that attitude is a form our reaction feeling toward something” Specifically, Turnstone formulated that attitude is the negative and positive aspect toward physiology object. Berkowitz also stated someone’s attitude towards an object is feeling too unsupported of unfavorable toward the object. They stated that attitude is not only about our reaction feeling towards something, it was more complicated. They stated that attitude how we prepare in dealing something with a specific method. Defined that attitude is our pattern in make an action, tendency or anticipative preparation, predisposition to our self in social situation. The word ‘predisposition’ contain meaning is the way we act toward an object. We may get close the object or maybe avoid it because it depends on how we feel about the objects.

4. Definition of Attitude

According to Stevenson S. Smith (2021:12) “Attitude is (1) position of the body, as suggesting some thought, feeling, or action (2) state of the mind, behavior, or conduct regarding some matter, as indicating opinion or purpose, and (3) the position appropriate to the expression of some feeling, whether consciously or unsociably assumed. The statement indicates that attitude is the position of somebody feels comfortable to express his

feelings, emotions, and thoughts. If also implies that somebody acts or behaves by expressing his or her mind. “Attitude is (1) the way that you think and feel about somebody or something, the way that you behave to somebody or something that shows how you think and feel (2) confident, sometimes aggressive behavior that shows you do not care about other people and that you want to do things in an individual way, (3) a position of the body”.

5. The Aspects of Attitude

According to Gardner and Lambert (2019:13) Attitude consists three aspects that are cognitive, affective, and the behavioral. These three aspects of attitude are based on the three theoretical approaches of cognitivist, behaviorism and humanism respectively. Something that define a person’s attitude can be exhibited is beliefs, feelings, or inclinations to act. This is known as the multidimensional or tricomponent view of attitudes.

6. Kinds of Attitude

There are two kinds of attitude namely positive and negative attitude. Positive attitude in learning English is how we use the language with a proper method and their grammar. We can see that someone has positive attitude toward English when he/she has loyalty and proud feeling to always using the language as his/her tool in communication. Someone who has positive attitude will always accept the bad and good side of the language openly, and do not feel down when the language being compare with the other language, On the contrary, they feel really proud because they can master the language better.



METHODOLOGY

A. Research Design

The method for this research is a qualitative descriptive research is to describe a phenomenon and characteristics. According to Hossein Nasaji (2019:129) qualitative research is more holistic and often involves a rich collection of data from various sources to gain a deeper understanding of individual participants, including their opinions, perceptive and attitudes, qualitative research collects data qualitatively, and the method of analysis is also primarily qualitative, this often involves an inductive exploration of the data identify recurring themes, patterns, of concepts and then describing and interpreting those categories.

In this research, design of the research will use descriptive research. According to Nurwana Ahmad (2019:1) Descriptive research involves a collection of technique used to specify. It aims find the students attitude towards teacher's strategy at the seventh SMK Negeri 2 Pulau Morotai.

B. Population and Sample

Population. The population of this research will use the tenth grade students of SMK Negeri 2 Pulau Morotai. The total of population is 44 students.

Sample. The researcher will use the purposive sampling because the researcher focus at the tenth grade of SMK Negeri 2 Pulau Morotai, because the student of class X have the different attitude in other class, because one of the characteristic of this sampling on the statement the pulling sample from the population. The participants of this research are teacher of the tenth grade of SMK Negeri 2 Pulau Morotai and students of class X. The

researcher will use class X as sample and the students of the class X there are 20 students. The researcher will use in class X because in this class have few students, so that the researcher can focused and analyzed to all students classroom and the researcher would got the best result.

C. The Instrument of The Research

According to Sukardi (2020:158) descriptive research used some instrument such as interview and questionnaire to collect data that have taken from respondents and observation also used descriptive research. Based on the statement, the researcher will use interview and questionnaire to get data.

1. Questionnaire

The researcher can conclude that questionnaire was collected the data in systematic way to understand and interpret actions, or the meaning of students attitude. This instruments of the researcher to get the data from cognitive, effective and from behavioral aspects of the students in teaching in classroom through notebook.

2. Interview

Through this interview the researcher would know the strategy that used by teacher in teaching English based on some questions of the researcher. There are 15 questions in interviews, the questions about teacher centered and about students centered, and the teacher answered the questions about teacher centered and about students centered, and the teacher answered the questions by researcher.

D. The Procedure of Collecting Data

In process of collecting data was very important step, because the data collect used problem solving that was in

hypothesis, the researcher collect the data in chronological order as follow:

- 1) Questionnaire. The researcher visits to the school and meets the teacher, and discuss about the time to meet students, The researcher meets to the students in the classroom and gives the questionnaires sheet to the students. After the students answer the questionnaires sheet, the researcher collect it.
- 2) Interview. The researcher visited the school and meets with the teacher, and discuss about time to do interview, the interview doing face to face with the teacher, The researcher gives the teacher some questions and the researcher asks the teacher and the teacher answer the questions from the researcher, Researcher pays attention to the teacher's explanation and records the explanation of the teacher, and collect it.

E. Data Analysis

In this research, data analysis was very important to the research, because the data analyzed can find problem in this research. Obtain the data was analyst to find out students attitude towards teachers strategy in teaching English at the Tenth grade of SMK Negeri 2 Pulau Morotai. The procedure to collect the data by used SPSS Windows 26 to count validity test, reliability statistic and descriptive statistic.

RESEARCH FINDINGS

1. Interview

The results finding interview which are taken of the first statement of problem is What the teacher strategy in teaching English at the tenth grade of SMK Negeri 2 Pulau Morotai. In this research there are collecting data by the research of question asked to the English teacher. Based on the results of interview with kind of types answer given by teacher, folowing this table of 9 question items.

No	Question
1	What strategy do you use in teaching English, especially in 10th grade? Are you more active or are the students more active in the English learning process?
2	From the strategies you use in class, how do you manage the class to make learning more effective? Do you divide students into small groups at each meeting or not?
3	In terms of delivering the material itself, how do you teach or explain English? Do you use material from books, or do you prepare your own teaching materials to give to students?
4	After you have presented the material to the students, do you give them assignments at each meeting?
5	And if there are assignments that you give to students but they have difficulty solving the assignment/problem, do you help the students solve it, or do the students have to solve the problem/assignment that you give them themselves?

6	Is the strategy you use based on your understanding of the students' knowledge or is it based on the material?
7	What if the strategy you use does not help students understand the material? What will you do? Will you change the strategy you used before?
8	Is the strategy you use also based on the situation or condition of the student themselves?
9	Have you ever changed the strategy you use in class due to circumstances and conditions that made it impossible to continue with the original approach, such as group or individual learning that was previously focused on the students or the teacher, but because you were not feeling well or, conversely, the students were not enthusiastic about paying attention to you, so you changed the strategy you were using to student-centered learning?

Based on the results findings from the interview, the researcher found out several things about the teacher strategy in teach. below is an explanation.

a. Student engagement

The engagement of student in process learning is dreamed of almost teachers in this world but the reality not same as like expectation. In this case, the student's engagement has to teacher start first. The teacher said: *"For now, related to the activeness of the students, Fifty-fifty, yes, if the teacher wants to start, the teacher will definitely start first, but if they have been given feedback related to the material, the students also understand the activities. Then the strategy we use depends on the material, and what I ask for is just discussion"*. Used learning strategies depends on delivering the material in a way that suits the teaching and learning process. But the teacher liked to reach student engagement with discussion.

b. Teachers' strategy

When using strategies or methods, teachers divide students into groups during the learning process so that they can be easily monitored and their activity

observed, as there is cooperation between students. Teacher state. *"Well, because in my understanding by forming a group we can see one cooperation and the second compactness then the third is the smaller the group the faster the learning is implemented. Because there must be students who already understand, half understand, some do not understand, that's why groups can speed up the implementation of learning compared to individuals. Individuals are usually smart on their own, their understanding is made by themselves, different from groups. So I prefer the small group method in doing assignments"*.

In line with that, teacher also state *"In general, what is done is that we prepare the material, but sometimes before the meeting we have already delivered the material, and the function of the goal is for students to look for literacy on the internet or in other books, so that when entering the learning process, students will find it easier to carry out learning in the class"*. Diverse pedagogical tactics, including direct inquiry, task-oriented materials, and small group engagements, augment



learning. Small groups are favored since they enhance cooperation, foster unity, and facilitate speedier learning through peer assistance among students with diverse levels of knowledge. Individual work depends on self-directed learning, but group work facilitates collaborative knowledge building. Effective group learning necessitates that educators evaluate classroom dynamics, typically starting with prompts or the presentation of materials. Students are thereafter urged to investigate the material via textbooks or digital resources extensively. The learning process generally starts with the production of materials, which is occasionally disseminated beforehand to promote students' autonomous literacy. This method improves classroom participation and promotes a more profound comprehension.

c. Barriers of strategy implementation

In implementation of learning strategy, it definitely has its barriers, especially in schools that lack facilities such as learning media. Teacher said *“So far, students have been working on assignments using these media. What I suggest is that because of the limited media and what we see is that most students already have mobile phones, there is nothing wrong with them working on assignments using mobile phones or other media”*. Otherside *When there is a problem in the class and it has been formed, I make sure it becomes a joint learning material, we make sure to discuss it together in class and then we solve it together, we as teachers provide the best solution as a solution to the problem of students not being able to do it, so of course as a teacher we must also provide a*

solution if there are problems or assignments that cannot be solved, especially homework or those in class”. Assignments were not consistently provided with every content; nonetheless, they are frequently utilized to assist pupils in reviewing and consolidating their learning at school. Students have thus far completed homework utilizing accessible material. Considering the constrained resources and the prevalence of mobile phones among students, using phones or other devices for assignments is a pragmatic alternative, it could be seen the teacher always assist student to gave the solution of student problem to able understand about material or subject of English.

d. Troubleshooting by teacher

The troubleshooting by teacher about strategy or method is more important to made students would more active in learning English. Teacher said *“well, if for example it is stuck or the method cannot be understood by the students, of course we use another strategy or a simple one or maybe one that is around them. So if for example one method cannot be done, cannot be understood by the students, then we use another strategy so that the learning is included or the learning can be carried out properly”*. Otherside *“we often experience when the method does not work and is not understood by students, so we often do the strategy. In my opinion, for example, do what you usually do, if during the day using jokes so that students are enthusiastic about learning. So when learning the strategy can also be understood, I often do it in the form of a strategy in learning”*. In other words, if students do not understand the new

method, it needs to be prepared well. When a method is not effective, we adjust our strategy. For example, using humor in afternoon classes can boost student engagement. Flexible strategies help improve understanding and maintain interest.

1. Questionnaire

The questionnaire identifies the students' attitude towards teacher strategy at the tenth grade of SMK Negeri 2 Pulau Morotai.

Table 1. Validity Test of Cooperative Learning

No	Number of Questionnaire	R-table 5%	Pearson Correlation	Statement
1	Cooperative Learning 3	0.433	0.548	Valid
2	Cooperative Learning 5	0.433	0.590	Valid
3	Cooperative Learning 6	0.433	0.720	Valid
4	Cooperative Learning 16	0.433	0.537	Valid
5	Cooperative Learning 20	0.433	0.240	Invalid
6	Cooperative Learning 21	0.433	0.654	Valid

Form the table above, it can be seen that values of indicator translate with definition have two statements namely valid and invalid. The valid is the value of R-table < Pearson correlation. Therefore, number of

questionnaires 20 is smaller than R-table so there are invalid, meanwhile number 3, 5, 6, 16, 21 is bigger than R-table that mean there are valid

Table 2. Validity Test of Uncooperative Learning

No	Number of Questionnaire	R-table 5%	Pearson Correlation	Statement
1	Uncooperative Learning 4	0.433	0.574	Valid
2	Uncooperative Learning 8	0.433	0.632	Valid
3	Uncooperative Learning 9	0.433	0.390	Invalid
4	Uncooperative Learning 14	0.433	-0.004	Invalid
5	Uncooperative Learning 19	0.433	0.552	Valid
6	Uncooperative Learning 30	0.433	0.207	Invalid

Form the table above, it can be seen that values of indicator translate with definition have two statements namely valid and invalid. The valid is the value of R-table < Pearson correlation. Therefore, number of

questionnaires 9, 14, 30 is smaller than R-table so there are invalid, meanwhile number 4, 8, 19 is bigger than R-table that mean there are valid

Table 3. Validity Test of Fun Learning

No	Number of Questionnaire	R-table 5%	Pearson Correlation	Statement
1	Fun Learning 1	0.433	0.310	Invalid
2	Fun Learning 11	0.433	0.434	Valid
3	Fun Learning 18	0.433	0.840	Valid
4	Fun Learning 29	0.433	0.439	Valid

Form the table above, it can be seen that values of indicator translate with definition have two statements namely valid and invalid. The valid is the value of R-table < Pearson correlation. Therefore, number of

questionnaire 1 is smaller than R-table so there are invalid, meanwhile number 11, 18, 29 is bigger than R-table that mean there are valid

Table 4. Validity Test of Boring Environment

No	Number of Questionnaire	R-table 5%	Pearson Correlation	Statement
1	Boring Environment 12	0.433	0.686	Valid
2	Boring Environment 17	0.433	0.585	Valid
3	Boring Environment 28	0.433	0.582	Valid

Form the table above, it can be seen that values of indicator translate with definition have two statements namely valid and invalid. The valid is the value of R-table

< Pearson correlation. Therefore, number of 12, 17, 28 is bigger than R-table that mean there are valid

Table 5. Validity Test of Negative Evaluation

No	Number of Questionnaire	R-table 5%	Pearson Correlation	Statement
1	Negative Evaluation 15	0.433	0.842	Valid
2	Negative Evaluation 24	0.433	0.200	Invalid

Form the table above, it can be seen that values of indicator translate with definition have two statements namely valid and invalid. The valid is the value of R-table < Pearson correlation. Therefore, number of

questionnaire 15 is smaller than R-table so there are invalid, meanwhile number 24 is bigger than R-table that mean there are valid

Table 6. Validity Test of The Effect

No	Number of Questionnaire	R-table 5%	Pearson Correlation	Statement
1	The Effect 2	0.433	0.432	Invalid
2	The Effect 10	0.433	0.248	Invalid
3	The Effect 13	0.433	0.321	Invalid
4	The Effect 22	0.433	0.394	Invalid
5	The Effect 23	0.433	0.395	Invalid
6	The Effect 25	0.433	0.098	Invalid
7	The Effect 26	0.433	0.189	Invalid
8	The Effect 27	0.433	0.499	Valid

Form the table above, it can be seen that values of indicator translate with definition have two statements namely valid and invalid. The valid is the value of R-table < Pearson correlation. Therefore, number of

questionnaire 2, 10, 13, 22, 23, 25, 26, 27 is smaller than R-table so there are invalid, meanwhile number 27 is bigger than R-table that mean there are valid

Table 7. Reliability Test

Indicator	Cronbach's Alpha	Statement
CoopLearning	0.7	Reliable



UncoopLearning	0.726	Reliable
FunLearning	0.729	Reliable
BoringEnvironment	0.699	Reliable
NegativeEvaluation	0.753	Reliable
Effect	0.707	Reliable

The Reliability statistics test of three indicators, If the value of Cronbach's Alpha > 0.6, then the research instrument is reliable. If the value of Cronbach's Alpha

<0.6, then the research instrument is not reliable (Ghozali, 2011: 133). Then it can be stated that research item is consistent and reliable.

Table 8. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Coop Learning	20	15	25	20.30	2.638
Uncooperative Learning	20	4	10	6.55	1.820
Fun Learning	20	2	5	4.05	.826
Boring Environment	20	4	9	6.15	1.663
Negative Evaluation	20	2	6	4.40	1.046
The Effect	20	2	5	3.75	.967
Valid N (listwise)	20				

As a part of result finding the descriptive statistics test, it can be seen the values of three of translate indicators are different. Coop Learning have the score of minimum 15, Maximum 25, mean 20.30 and standard deviation 2.638, Uncoop Learning have the score of minimum 4, Maximum 10, mean 6.55 and standard

deviation 1.820, Fun Learning have the score of minimum 2, Maximum 5 mean 4.05 and standard deviation 0.826, Boring Environment have the score of minimum 4, Maximum 9, mean 6.15 and standard deviation 1.663, Negative Evaluation have the score of minimum 2, Maximum 6, mean 4.40 and standard deviation 1.046, Effect



have the score of minimum 2, Maximum 5 mean 3.75 and standard deviation 0.967. It can conclude, from the data above that mean that cooperative learning is more superior or highest score than other indicators.

DISCUSSION

1. Interview

The above research results on the teacher's strategy in learning English in tenth-grade students. Based on the results of the interviews conducted, nine core questions were summarized in such a way as to answer the focus of the research undertaken. The results show that the teacher prepares a learning strategy every time he meets face-to-face or provides material to vary the methods. In general, teachers want the active involvement of students in the learning process even when students experience difficulties. It is hoped that students can ask the teacher and the teacher together to overcome this, but this is a challenge for teachers. Providing strategies, for example, making small groups of students so that they are active and help each other. This is also an interesting thing to do. Still, it cannot be applied to every English learning material, so new methods or strategies are needed that match the material so that students easily understand and understand the learning material.

The data above supporting by Mustika and Wardah (2021:24) shows The teacher has implemented many instructional tactics. Nevertheless, the technique of presentation and conversation has been considered appropriate for use with students in educational settings. The history of the student's majors, settings, and

conditions serve as the foundation for choosing the recommended strategy. This activity must be executed by an educator who possesses a superior understanding of the pupils' circumstances being instructed. The teacher's role include not only imparting information but also facilitating pupils in attaining their learning objectives effectively. Also Hestika, et al. (2024:126) states Research indicates four pedagogical strategies that enhance seventh grade pupils' enthusiasm to study English. Students typically furnish information, and by analyzing data in class to validate this knowledge, researchers can deduce the following conclusions: Enhance student motivation through ice-breaking activities, emphasize the significance of English, facilitate a comfortable learning environment for English acquisition, and bolster students' drive to retain language.

Surayatika (2022:55) shows The challenges encountered by teachers in implementing certain teaching strategies were students' lack of self-confidence, excessive noise and movement, and occasional difficulty in adhering to the teacher's directions.

2. Questionnaire

After collecting and testing data on a questionnaire, at least six indicators were presented to determine students' perceptions of teachers' use of strategies. Based on the data in the result finding above, uncooperative, fun learning, boring environment, negative evaluation, and the effect has low scores compared to cooperative learning is superior to others. However, it's not that it doesn't have an influence on students, from the description of the results above, students was happier when the teacher gave or provides a



cooperative method. This learning involves student activeness in forming small groups so that students can work together to help one another and run conducive to the learning process.

The results supported by Harianto (2025:161) shows CL (Cooperative Learning) approach goes beyond just grouping pupils, with the most crucial feature being students' willingness to complete a task cooperatively. A well-structured CL approach may benefit all stakeholders, including kids, teachers, school administrators, and legislators. Many studies on CL for use in English language classes have been conducted; thus, assessing students' views regarding online and offline CL tactics is critical. The CL strategy, in summary, is crucial. Furthermore, using a CL method to improve student's English proficiency efficiently motivates and encourages pupils to learn English actively and thoroughly. Besides that, Khalifeh (2022:998) Explain The results are with the hypothesis that CL increases students' abilities to learn a second language. The students' attitude is high because students enjoy learning new skills in an interactive, cooperative way. Students sometimes may feel uncomfortable or a bit scared in class.

In the other research, Pelu (2019:156) states regarding the pupils' perception of their English instructor, 78% exhibited a favorable attitude, while 22% maintained a neutral stance. In terms of students' motivation towards their English instructor, 88% exhibited a favorable attitude, while 12% remained indifferent. Among the students' behavior towards their English instructor, 80% exhibited a favorable attitude, while 20% maintained a neutral stance. The writer deduced from the

data that the students' motivation represented the greatest score in their attitude toward their English teacher, followed by their interest, with behavior ranking last.

CONCLUSION

The use of English learning strategies is indeed essential to increase activeness, motivation, interest and others in students; many factors need to be considered, starting from the environment, facilities, comfort of the learning space and even the readiness of the teacher to bring material needs to be prepared explicitly because that the strategy given must be by the material being taught so that students can easily and quickly understand the material provided. The other results indicate that cooperative learning is perceived as the most effective instructional strategy. This approach highlights the importance of students' active engagement by organizing them into small groups, which fosters peer interaction, mutual assistance, and supports the development of a collaborative and supportive classroom atmosphere.

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