

ASSESSING THE EFFICACY OF PEDAGOGICAL STRATEGIES IN ENHANCING ENGLISH LANGUAGE PROFICIENCY

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Abstract

English proficiency is crucial for students, especially in mandatory university programs. Effective teaching methods and pedagogical strategies significantly enhance English skills through active learning, problem-solving, and technology utilization. These strategies require pedagogical competence, including Information and Communication Technology (ICT) proficiency and quality instruction, and facilitate continuous assessment. Prior studies indicate positive correlations between pedagogical competence and language proficiency, subject performance, and numeracy skills. This research explores the impact of teaching and learning methods on students' English language proficiency and learning outcomes. Linear regression analyses reveal Teaching Aspect's positive influence on English Proficiency (coef: 0.1687, p-value: 8.82E-13), Enhancing Learning (coef: 0.1226, p-value: 5.18E-13), and Supporting Learning Process (coef: 0.04608, p-value: 0.00062). Learning Method significantly affects English Proficiency (coef: 0.5263, p-value: 1.92E-14), Enhancing Learning (coef: 0.3693, p-value: 1.66E-13), and Supporting Learning Process (coef: 0.15702, p-value: 7.05E-05). These findings underscore the positive relationships between these variables and their contributions to language proficiency and learning experiences, emphasizing the role of pedagogical competence in shaping educational outcomes.

Keywords— Assessment, English, Learning, Pedagogy, Proficiency

Introduction

English is one of the most widely used international languages and is considered a vital skill for students (Parupalli, 2019). Across various academic programs, English is often a mandatory subject (Zein, Sukyadi, Hamied, & Lengkanawati, 2020). This underscores the pivotal role of English in the university setting. Students' proficiency in understanding the English language is closely intertwined with the teaching methods employed by lecturers, which can be realized through effective pedagogical strategies (Jasrial, Yunita, Sukma, & Anggaira, 2021). Lecturers' competence in pedagogical strategies significantly influences students' ability to understand English, as stated by (Siregar, 2020) in their research.

Pedagogical strategies encompass the methodologies employed by educators to enhance the learning process, facilitating more effective and engaging learning experiences while promoting students' comprehension, mastery, and retention of course materials (Silvianti, Waluyo, & Alya, 2023). This approach is rooted in the concept of active learning, encouraging students to actively participate in group discussions, tackle problem-based projects, conduct experiments, and leverage educational technology (Hasanova, Abduazizov, & Khujakulov, 2021). The utilization of pedagogical strategies allows educators to gauge the depth of students' comprehension through continuous assessment, moving beyond a sole focus on final exam scores (Lupina, Ganzon, Pangandoyon, & Mandin, 2023). The integration of educational technology, including computers, mobile devices, and learning software, enhances the

effectiveness of learning assessment, enabling teachers and educational institutions to consistently verify the attainment of learning objectives (Mariscal, Albarracin, Mobo, & Cutillas, 2023).

Several studies have proposed diverse criteria for assessing pedagogical competence among educators. These criteria encompass the proficient use of information and communication technology (Fitriani, Tasril, & Rizka, 2023), the efficacy of both in-class and extracurricular instructional methods (Hakim, 2018), the quality of teacher-student communication (Pentury & Anggraeni, 2019), and the provision of opportunities for students to apply their skills through project-based problem-solving (Sutarmizi & Syarnubi, 2022). These facets of pedagogical competence serve as valuable reference points for gauging the effectiveness of the learning process and enhancements in students' comprehension of instructional materials.

The study conducted by (Taufiq & Aini, 2019) underscores a positive and substantial correlation between the utilization of pedagogical competence by teachers and the enhancement of students' proficiency in Indonesian language lessons. Their study reveals that as teachers become more adept at implementing pedagogical strategies, the learning process becomes more engaging and, consequently, leads to improved student performance in the Indonesian language.

Another study conducted by (Zamista, Nugraha, & Rahmi, 2021) affirms the presence of a positive relationship between pedagogical competence and the satisfaction of computer engineering students at STT Dumai. Their research highlights key indicators, including student comprehension, the development and execution of teaching strategies, the assessment of learning outcomes, and the support of students in realizing their full potential.

Furthermore, (Kasipahu, Asrin, & Jaelani, 2022) provide evidence that the implementation of pedagogical strategies effectively bolsters students' numeracy skills. In their study, they conclude that higher levels of pedagogical competence in teachers are directly associated with increased levels of numeracy skills among students.

Drawing from the references presented in the preceding studies, this research undertakes an examination of the impact of pedagogical strategies on the proficiency of students enrolled in STAI Bahriyatul Ulum, specifically within the Islamic Religious Education and Islamic Banking programs, concerning their grasp of English language course materials. The outcomes of this investigation offer valuable insights into the significance of pedagogical strategies for augmenting students' English language aptitude and shed light on the pivotal role played by lecturers' pedagogical competence in shaping educational outcomes.

Literature Review

Pedagogical Strategies

Pedagogical strategies are deliberate and planned methods used by educators to create an effective learning environment, encompassing various techniques to facilitate the teaching and learning process (García-Cáceres et al., 2022). Their fundamental objective is to actively involve students, augment their comprehension, and ultimately result in improved educational achievements (Barrera Garcia et al., 2020).

Pedagogical strategies are integral to effective teaching, encompassing essential factors that involve engaging students in the learning process, facilitating the understanding of complex concepts, improving learning outcomes for enhanced retention and academic performance, employing continuous assessment methods to track student progress, integrating educational technology, ensuring educator proficiency, nurturing effective teacher-student communication, fostering critical thinking through problem-based learning, and tailoring the learning experience to individual student needs (Luta et al., 2023).

Teaching Aspect of Pedagogical Strategies

Pedagogical strategies are fundamental to effective teaching, encompassing a spectrum of critical elements (Khoza, 2022). These components encompass actively engaging students in the learning process, simplifying the comprehension of complex concepts, enhancing learning outcomes to improve retention and academic performance, integrating continuous assessment techniques for progress monitoring, incorporating educational technology, ensuring educator

proficiency, fostering productive teacher-student communication, promoting critical thinking through problem-based learning, and customizing the learning experience to address individual student needs (Sulistiyo & Haswindy, 2018). Together, these elements synergistically enhance the efficacy of pedagogical strategies in education.

Pedagogical Strategies and Learning Methods

Within the realm of pedagogical strategy, the selection of a learning method plays a crucial role in ensuring the efficacy of the educational process (Baker & Robinson, 2018). The alignment of effective pedagogical strategies with a diverse array of learning methods is essential to accommodate the distinct needs of a heterogeneous student body (Munna & Kalam, 2021). Educators must adeptly employ strategies that resonate with students possessing varying learning preferences, encompassing visual, auditory, or kinesthetic approaches (Mojica Moreno & Becerra Barragán, 2019).

The ability of teachers to recognize these discrepancies and adapt their pedagogical strategies accordingly serves as a means to elevate the overall quality of the learning experience for every student. Moreover, pedagogical strategies that emphasize active learning, such as problem-based learning or interactive classroom activities, actively prompt students to employ an array of learning methods (Mathur et al., 2023). This diversified integration of active learning methods significantly enhances students' comprehension and involvement with the subject matter.

Pedagogical Strategy on Student Learning Proficiency

Pedagogical strategies serve as a cornerstone in shaping students' learning proficiency (ORDEM, 2022). These strategies constitute the purposeful and structured methods that educators employ to establish an effective and captivating learning atmosphere. Their adept application can substantially elevate students' capacity to comprehend, remember, and utilize information (Weng et al., 2023). Fundamentally, pedagogical strategies play a crucial role in fostering an interactive, personalized, and engaging educational environment (Sharma & Mishra, 2021). They encompass ongoing assessment, technology integration, effective communication, and the nurturing of problem-solving abilities (Ginting et al., 2022). As a collective force, these aspects converge to enhance students' learning proficiency, ultimately equipping them with valuable skills and knowledge.

Research Method

Research Approach

This research is conducted as a quantitative study that encompasses several key components, including the validation of questionnaire responses, the assessment of the reliability of the dependent variable in relation to the independent variable, the determination of the significance levels of the dependent variable concerning the independent variable, and the formulation of conclusions based on the outcomes of the significance analyses. Within this research, two main indicators are employed to evaluate the efficacy of pedagogical strategies. One indicator focuses on pedagogical strategies within the teaching domain, while the other pertains to pedagogical strategies associated with learning methods. Simultaneously, distinct metrics are used to gauge students' perceptions of how the implementation of these strategies affects the improvement of English language proficiency and the facilitation of the learning process.

The validation of questionnaire responses in this research was carried out through the application of the Spearman correlation test, and the assessment of response reliability for each variable under examination was performed using the Cronbach alpha test. To draw substantial conclusions, the results of the linear regression test were utilized to determine the significance of pedagogical strategies in relation to the English language proficiency of students at STAI Bahriyatul Ulum.

Participants

In this study, a questionnaire-based survey was administered to a sample of 100 students enrolled in the Islamic Religious Education and Islamic Banking programs at STAI Bahriyatul Ulum. The survey targeted 62 students from the Islamic Religious Education program and 38 students from the Islamic Banking program. It consisted of 10 questions designed to explore various aspects of pedagogical strategies and to gauge students' perceptions of their implementation within the English language course.

Among the 62 students participating in the Islamic Religious Education program, there were 19 male participants and 43 female participants, with ages ranging from 17 to 20 years. In contrast, the Islamic Banking program involved 12 male students and 26 female students, totaling 31 male participants and 69 female participants.

Instruments

The instrument employed in this research is a questionnaire consisting of 10 questions. Within this questionnaire, six questions pertain to the teaching aspect, two questions address learning methods, and the remaining two questions seek insights into students' perceptions of the pedagogical strategies employed.

The six questions relating to the teaching aspect encompass the use of diverse teaching techniques, the utilization of visual media, the integration of technology, the organization of practical activities, the implementation of project-based approaches, and the establishment of an inclusive learning environment. On the other hand, the two questions related to learning methods focus on pedagogical strategies that involve student interaction with English and the allocation of time for practicing spoken English.

Table 1 Questions Regarding the Teaching Aspect in Pedagogical Strategies

| Questionnaire Questions | Pedagogical Strategies |
|--|---|
| To what extent do you agree that teachers use different teaching techniques in English language learning? | The use of various teaching techniques |
| How much do you feel that teachers effectively use visual media (such as videos or pictures) in English lessons? | The use of visual media |
| To what extent do you agree that teachers use technology in teaching English (e.g., learning software) to enrich the learning experience? | The use of technology |
| To what extent do you agree that teachers organize practical activities and tasks in English to facilitate vocabulary understanding and usage? | The organization of practical activities |
| To what extent do you agree that teachers implement project-based methods in English learning? | The implementation of project-based methods |
| To what extent do you agree that teachers create an inclusive and supportive learning environment in English class? | The creation of an inclusive learning environment |

Table 1 above presents a collection of questionnaire questions that pertain to the teaching aspect of pedagogical strategies in English language education. Each question assesses various elements of pedagogical strategies employed by teachers, with a focus on different teaching techniques, the use of visual media, technology integration, organization of practical activities, the implementation of project-based methods, and the creation of an inclusive and supportive learning environment. The questions are categorized based on the specific aspect of pedagogical strategies they address, providing insights into the diverse teaching methods and approaches used in English language learning.

Table 2 Questions Regarding the Learning Methods Aspect in Pedagogical Strategies

| Questionnaire Questions | Pedagogical Strategies |
|---|--|
| To what extent do you agree that teachers facilitate active class discussions focused on English? | Student interaction with English |
| How much do you feel that teachers allocate enough time for speaking practice in English class? | The allocation of time for practicing speaking English |

Table 2 above displays questionnaire questions related to the learning methods aspect of pedagogical strategies in English language education. Each question evaluates different elements of pedagogical strategies employed by teachers, with a focus on facilitating active class discussions centered on English and allocating sufficient time for speaking practice in English classes. The questions are categorized based on the specific aspect of pedagogical strategies they pertain to, offering insights into the learning methods and practices utilized in English language education.

Table 3 Questions Regarding Students' Perception of Pedagogical Strategies

| Questionnaire Questions | Student Perception |
|---|--|
| How much do you feel that teachers provide constructive feedback on your English assignments? | Pedagogical Strategies for Enhancing Learning |
| To what extent do you agree that teachers provide additional support (e.g., personal tutoring) if you encounter difficulties in learning English? | Pedagogical Strategies for Supporting Learning Process |

Table 3 above presents a set of questionnaire questions that explore students' perceptions of pedagogical strategies in the context of English language education. Each question assesses different facets of students' perspectives, focusing on the extent to which teachers provide constructive feedback on English assignments and whether additional support, such as personal tutoring, is available when students encounter learning difficulties. The questions are categorized based on the specific aspect of pedagogical strategies they pertain to, providing insights into students' views on the enhancement and support of the learning process.

Results and Discussion

Validity Result

In this study, involving a cohort of 100 respondents and incorporating two distinct independent variables, a degrees of freedom (df) value of 97 was employed, along with a significance level set at 0.05. These methodological choices yielded a correlation coefficient of 0.1663 as determined from the r-table. Applying the Spearman correlation technique, the r-values for all questionnaire items were calculated, as presented in Table 4, with P1 - P10 representing the first through the tenth questions.

Table 4 r-values From Spearman Test

| P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | P9 | P10 |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 0,7592 | 0,7738 | 0,7807 | 0,8176 | 0,8055 | 0,7264 | 0,7706 | 0,7297 | 0,7460 | 0,4487 |

Upon contrasting the computed r-values in Table 4 with the established r-table value of 0.1663, it becomes apparent that all questions exhibit higher r-values than the threshold. This outcome signifies that all responses within the questionnaire are considered valid and can be employed for the analysis of pedagogical strategy effectiveness in enhancing students' English language proficiency.

Reliability Result

Following the Cronbach's alpha value guidelines, wherein an α value less than 0.6 indicates low reliability, an α value within the range of 0.6 to 0.7 signifies moderate reliability, an α value within the range of 0.7 to 0.8 indicates reasonably good reliability, an α value within the range of 0.8 to 0.9 represents high reliability, and an α value exceeding 0.9 indicates very high reliability (Mat Nawi et al., 2020), an assessment of the variance for each questionnaire item was conducted. The outcomes of this assessment are presented in Table 5.

Table 5 Variances From Cronbach Alpha Test

| P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | P9 | P10 |
|--------|--------|--------|--------|------|--------|--------|--------|--------|--------|
| 0,6804 | 0,8384 | 0,9675 | 0,9931 | 0,68 | 0,5836 | 0,7136 | 0,6579 | 0,6604 | 0,3411 |

The α value was determined through the application of the Cronbach alpha equation. With a set of 10 questionnaire items and responses from 100 participants, the computed α value amounted to 0.8259. Referring to the previously established Cronbach alpha guidelines, it becomes apparent that this value falls within the category of high reliability. These results signify that the questionnaire items are characterized by a high degree of reliability and can be considered dependable representations of the research variables.

Significancy Result

In this study, we conducted significance tests on various factors, encompassing the impact of teaching methods on the enhancement of students' English language proficiency, the influence of learning strategies on improving students' English language skills, the effectiveness of teaching methods in fostering the learning experience, the role of teaching methods in facilitating the learning process, the contribution of learning strategies to improved learning outcomes, and the influence of learning methods on supporting the learning process. Through the application of linear regression analysis, we acquired regression coefficients and p-values, which serve as metrics evaluating the significance of the relationships among the independent variables.

In our linear regression analyses, Teaching Aspect positively influences English Proficiency with a coefficient of 0.1687 and a statistically significant p-value of 8.82271E-13, while Learning Method significantly affects English Proficiency with a coefficient of 0.5263 and a p-value of 1.92413E-14. Teaching Aspect also positively impacts Enhancing Learning with a coefficient of 0.1226 and a significant p-value of 5.18003E-13. Teaching Aspect's influence on Supporting Learning Process, with a coefficient of 0.04608 and a p-value of 0.000622762, is noteworthy. In contrast, Learning Method's influence on Enhancing Learning, indicated by a coefficient of 0.3693 and a p-value of 1.65658E-13, is substantial. Finally, Learning Method's positive impact on Supporting Learning Process is evident with a coefficient of 0.15702 and a highly significant p-value of 7.05046E-05. These results underscore the significant and positive relationships between these variables, contributing to our understanding of their roles in the context of this study.

Discussion

The study outcomes offer valuable insights into the relationships between teaching methods, learning strategies, and their influence on English proficiency and learning outcomes. Significant and positive effects were identified for both Teaching Aspect and Learning Method on English Proficiency, as indicated by their respective coefficients and low p-values. These findings imply that enhancements in teaching methods and learning strategies result in improved English language skills among students. Additionally, the positive influence of Teaching Aspect on Enhancing Learning and Supporting Learning Process, along with the substantial impact of Learning Method on Enhancing Learning and Supporting Learning Process, emphasize the multifaceted roles of these elements in enhancing the overall learning experience.

These findings underscore the importance of both teaching methods and learning strategies in an educational context. Educators and institutions can utilize these insights to enhance the effectiveness of their teaching and learning approaches, ultimately leading to

improved English proficiency and learning outcomes. Additionally, the use of linear regression analysis and p-values in this study demonstrates the robustness and statistical significance of these relationships, reinforcing the credibility of our results. Overall, this research contributes to the body of knowledge in education and highlights the critical role of teaching methods and learning strategies in fostering English language proficiency and facilitating the learning process.

Conclusion

In conclusion, this study highlights the significant and positive impact of Teaching Aspect and Learning Method on students' English language proficiency and learning experiences. The findings, supported by low p-values and regression coefficients, emphasize the importance of enhancing teaching methods and learning strategies to improve language skills and the overall learning process. Educators, curriculum developers, and institutions can use these insights to refine their approaches and promote more effective language instruction. Future research can further investigate specific aspects of teaching methods and learning strategies, as well as explore variations in different educational contexts and student populations. Overall, this study contributes to the field of education research by quantitatively demonstrating the critical role of teaching methods and learning strategies in fostering language proficiency and learning outcomes, paving the way for enhanced language instruction and improved educational achievements.

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