

Teacher's Strategies in Teaching Receptive English Skills to Students at Secondary School

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Abstract

The objectives of the research are to find out the strategies the teacher used in teaching receptive English skills, the constraints faced by the teacher in teaching receptive English skills, and how students' engagement in teaching receptive English skills using teacher's strategies. This research the researcher used a descriptive qualitative research design to find out the teacher's strategy in teaching Receptive English skills at secondary school. The subjects of this research consisted of 1 English teacher and the students of TKJ 4 class at SMK Telkom Makassar. By applying classroom observations and interviews, the researcher found the results of this research. The results of the research are: (1) the strategies that teacher used in teaching Receptive English skills which are brainstorming, sentence completion, summarizing, the use of technology, previewing, retelling, and group discussion. (2) The constraints that teacher faced in the classroom are the level of difficulty, students' lack of vocabulary, and students' concentration. (3) The majority of the students give a positive response to the teaching strategies used by the teacher in teaching receptive English skills.

Keywords: *Teacher's strategies, receptive skills, teacher's constraints, students' engagement.*

INTRODUCTION

English is a language that becomes one of the subjects applied in education in Indonesia, from elementary school to university. In order to understand English effectively, one must master basic language skills. Four basic skills in language must be mastered. The basic skills in language are listening, speaking, writing, and reading. Basic language skills can be successful if they are integrated effectively. Addressing these skills by helping students meet the standards that the teacher has set and developing students' communicativeness gradually includes: listening and speaking, where these two skills are related to each other and work together, so the integration of the two is to create effective oral communication, while reading and writing are related to creating effective written communication skills (Sadiku, 2015).

Effective communication requires good language skills. Fundamental language skills consist of four skills namely listening, reading, speaking and writing. The term for this is "language skills". There are two ways in which the four language skills are connected to each other. categorically divided into two categories: receptive skills or passive skills, and productive skills or active skills. Productive skills focus on speaking and writing, while receptive skills relate to listening and reading. Speaking is impossible without listening, and writing is impossible without reading. Therefore, the four skills are paired (Sreena & Ilankumaran, 2018)

Receptive skills according to Larsen (2000) is the ability to understand and interpret messages conveyed by others orally or in writing obtained through the process of listening or reading, where this understanding involves the meaning, context, and intonation used in the message. In line with Al-Jawi (2010) receptive skills are a person's skills to derive meaning from various discourses they see or listen to. This includes the ability to understand words, phrases, sentences, and texts in the target language.

Listening skill is one of the receptive skills which is still difficult to learn. Listening skill is the key to being able to receive messages from the another person effectively. This ability is a combination of listening to what others have to say and psychological engagement with the other person (Tyagi, 2013). Teaching listening skill to students becomes a challenge for teacher, so the teacher is obliged to provide good and fun learning strategies for students to achieve learning.

Another receptive skill is reading skill. Reading skill is part of the interactive process, when reading the language learner understands and describes the text that has been read using a variety of different strategies and skills (Isaqlon, 2022). In line with Nunan (2003), reading skill is the skill to interpret and comprehend written text in a targeted language. It involves understanding words, sentence structure, and the overall structure of the text.

Teachers play a crucial role in the success of the students' learning. The teacher is an element that is considered to greatly influence both the process and student learning outcomes (Sutikno, 2021). Becoming a teacher is not easy because when someone wants to become a teacher, they have to go through a long journey, such as courses, qualified field experience, and pedagogic development (Dassa & Derose, 2017). In the school principal's opinion, a good teacher is someone who must be able to develop students' personalities, handle students' personal needs, be adaptive in teaching students who have different needs, always be able to develop professional knowledge and skills, help students have good results, maintain discipline, be punctual in lessons, be able to solve problems, have good relationships with fellow educators, and work wholeheartedly (Ida, 2017).

Teaching strategies is an important part of the learning process implemented by teachers. Teaching strategies can be said to be a method, plan, or series of activities carried out by the teacher to achieve certain educational goals (Richards & Rodgers, 2014). Meanwhile, Brown (2000), defines a strategy as a method of approach specifically aimed at addressing an issue or problem with a method of action to achieve a specific goal so teaching strategies play an important role in the learning process. Marzano et al., (2001), good teaching strategies can improve student understanding, facilitate knowledge transfer, and improve students' ability to think at a higher level. Effective teaching strategies allow students to actively engage, make connections with existing knowledge, and build deep understanding. The choice of the right teaching strategy can increase students' motivation, interest, and activeness in learning so that learning objectives can be achieved.

There have been several previous research on teaching receptive skills strategies. The first related research was conducted by (Yang, 2019) This research is about the obstacles and strategies in teaching English listening. This research was conducted on college students in China. The purpose of this study is to analyze the factors that affect students' English listening skill and to suggest some effective strategies can improve students' listening skills. The result of this study is the reasons behind students' difficulties in learning English listening were found., including phonetic knowledge, amount of vocabulary, background knowledge and psychological factors. Suggestions offered by the researcher are to increase the number of vocabularies, to know the cultural background to a large extent, and to solve the psychological aspects of the listening process.

The second related research is a study conducted by (Apoko & Marcellinda, 2023), researchers conducted research on teacher strategies in teaching reading comprehension in the lower secondary school. The purpose of this study was to find out the teachers' strategies in teaching reading comprehension, the way they use strategies in teaching reading comprehension, and students' responses to learning conducted by teachers. In this study the researchers used a qualitative design where the researcher uses instruments such as observation and interview. The subjects of this study were English teachers at SMPN 28 Tangerang as many as 6 teachers. The results showed that there are four strategies used by English teachers in reading comprehension learning: Scaffolding, Think Aloud, Question Answer Relationship (QAR), and Teacher as Center.

The related research about the students' engagement was conducted by (Rahmat et al., 2018). This research is about students' engagement in speaking class through a three-step interview technique. The objectives of this study were to explain students' responses to the use of the Three-Step Interview technique in the speaking class and to know the benefits of the Three-Step Interview technique for students in the speaking class. In this study the researcher used a qualitative research design, where the instruments used are observation and interview. The participants were selected using purposive sampling technique. This research was carried out on English education students at IAIN Bone. The results of this study were most students gave positive responses, but there were also those who gave negative responses about this technique, the benefits of the Three-Step Interview are behavioral involvement such as students are active in learning to speak. While emotional engagement such as students are interested, enjoy, fun and can cooperate well with their friends, meanwhile, cognitive engagement students collect their assignments.

Based on the illustration above, the purpose of this investigation were:

1. To find out the strategies teacher use in teaching receptive English skills at secondary school.
2. To find out the constraints teacher faced in teaching receptive English skills at secondary school.
3. To find out the Students' engagement in receptive English skills teaching using the teacher's strategies.

METHOD

In this research, the researcher used a descriptive qualitative research design. This research was conducted at SMK Telkom Makassar on English teachers and students of class XI TKJ 4. The participants in this study consisted of 1 English teacher and 1 class of students.

In collecting data, the researcher first visited the school, then asked permission from the headmaster by including a research permit letter. The researcher observed one English teacher and one class of students, then observed the learning activities in the classroom using video recordings and observation sheets. After making the last observation, the researcher interviewed the teacher directly and 22 students online, to find out the teacher's strategies in teaching English receptive skills, the constraints faced by teacher in teaching English receptive skills and student engagement in the strategies used by teacher in teaching English receptive skills.

FINDINGS

The strategies the teacher used in teaching receptive English skills at secondary school

Based on the data found in this research through observation and interviews, the researcher found that the English teacher at SMK Telkom Makassar applied some teaching strategies in teaching receptive English skills. Based on the classroom observation and interview, the researcher found that the teacher applied brainstorming, sentence completion, summarizing, the use of technology, previewing, retelling, and group discussion. In teaching listening skill teacher applied brainstorming, sentence completion, summarizing, and the use of technology, while in teaching reading skill teacher applied previewing, retelling, and group discussion.

1. Brainstorming

“I try to brainstorming or try to know what they know about the material, so I play the audio first.”

Extract 1 above shows the strategies applied by teacher in teaching receptive English skills. In teaching receptive English skills the strategies that teacher applied are brainstorming. She applied brainstorming to find out students' understanding of the material. It also encouraged students to express their ideas.

“Brainstorming is the most effective ways. after I ask the students basic background on the topic, I can do brainstorming to provoke the students understanding on the students.”

Extract 2 shows that according to the teacher, the most effective strategy is brainstorming because doing brainstorming can increase students' understanding of the learning material.

2. Retelling

“Sometimes I ask them what the listening activities so I just give them one topic and they write down and try to retell what they have listened to.”

Extract 1 shows that in teaching listening skill the teacher uses a retelling strategy. Where students listen to a topic and then retell what they have listened to. This strategy is used by teacher to increase students' vocabulary and creativity in telling the topic.

3. Group discussion

“In teaching reading skill sometimes I ask the students to make group, by this way they collaborate to each other and can make students understand easily.

Extract 1 In teaching reading skills, the teacher applies a group discussion strategy, where students are divided into several groups to discuss the material provided by the teacher so that students can work together so that it is easier to understand the material.

4. Previewing

“Well, the teaching strategies in teaching receptive skills, sometimes I review the material first.”

“I always review the material as what the students general understanding about the material.”

Extract 1 and 2 shows that the teacher reviews the material first based on the students' general knowledge about the material. this strategy can make it easier for students to understand the material because the teacher has come up with various reviews beforehand, such as outlines, and examples.

“Before teaching reading, I usually ask the students' general background about the topic before getting into the main reading, I also chunk the reading when it has many paragraphs.”

Extract 3 shows that the previewing strategy is used by teachers in teaching reading skill by asking students if they know the topic of the reading in general, so that students have an idea of the topic before going into the main reading.

5. Sentence completion

“Sometimes I use handouts to make them understand the audio, by listening they have to fill the blanks when they get to listen the audio.”

Extract 1 identified that the teacher applied handouts with students filling in the blanks for students to think critically because when filling in the blanks in a sentence or text, students need to use critical thinking to understand the context and choose the most appropriate word. This encourages students to consider various possibilities and see the connections between parts of the sentence or text.

6. The use of technology

“In our school sometimes all the students engage by handphone so we try to use any skills using handphone.”

Extract 1 above shows that teacher make use of available technology, and teachers utilize technology in teaching receptive English skills such as mobile phones, where students' engagement with their mobile phones is utilized by teachers as a teaching strategy. for example, teachers give students a barcode to access listening materials.

“We use technology to make students easy, for example, we don't need to use handouts or any more files to do some exercise, Sometimes we just use handphones like you see yesterday I show them one barcode they need to scan the exercise on the audio tape. Sometimes I used Quizizz to enhance the students' motivation and interest.”

Extract 2 identified that in the learning process, teacher utilize available technology such as handphone. With the available technology, the teacher provides quizzes that can be done directly on the handphone, so that student motivation and attractiveness increase.

“I tried to use like handphone, use youtube to find my teaching material.”

Extract 3 shows that teacher use technology such as handphone in the teaching process, and teacher utilize platforms such as YouTube to find teaching materials that are fun for students.

The constraints faced by the teacher in teaching receptive English skills at secondary school

In relation to the constraints faced by the teacher in teaching receptive English skills at secondary school. The researcher found that there were some constraints faced by the teacher in

teaching receptive English skills based on the classroom observation and interview result. The constraints faced by the teacher that were found in classroom observation are students' lack of vocabulary and students' concentration, while the constraints faced by the teacher that were found in the interview result are level of difficulty, students' lack of vocabulary, and students' concentration.

a. Level of difficulty

“One constraint I always faced in the classroom is when I get some students to have difficulties, I understood, when I play the audio they look so difficult to understand the material. While in teaching reading skill, when we face students with a lack of vocabulary.”

Extract shows that the constraint most often faced by teacher in teaching receptive English skills is students' difficulty in understanding the material provided. This is because when teacher teach listening skill, teacher give tasks in the form of listening to audio to students and it seems that students have difficulty in capturing what they listen to.

b. Students' lack of vocabulary

“Yaa as I said before that I teach receptive skills I always review the material to what the students' general understanding of the material after that I try to brainstorm with the students on how far they understand or they know about the material. I also often ask them to connect their dictionary or I chunk the text of reading to them easily.”

Extract 1 shows that the constraints often faced by teacher where students have difficulty understanding the material because students find it difficult to capture what they listen to and the lack of vocabulary they master. Teacher overcome these problems by reviewing the material in general so that students get a little idea about the material, brainstorming, and instructing students to always use their dictionaries to add new vocabulary.

c. Students' concentration

“Well when I find one student like they do something else it may be because they don't understand what they are hearing, sometimes I come to push him and try to talk a little like “What happened to you? Why did you do something else or why did you play your handphone and not focus on your audio”, and I said “tried to focus and back to the material”. In teaching reading sometimes I used a little quiz.”

Extract 1 shows that in addition to the obstacles faced by teacher where students have difficulty understanding the material, teacher also have challenges in the form of students who do other things outside the teacher's instructions. The action taken by the teacher is to approach the student.

The students' engagement in receptive skills teaching using the teacher's strategies

Based on the data found in this research through observation classroom and interview, the researcher found that the students' engagement in receptive English skills teaching using the teacher's strategies at SMK Telkom Makassar are:

a. Behavioral Engagement

Almost all the students showed positive behavioral engagement as found in the observational field notes and interview. Based on the data found in this research through classroom observations and interview, the researcher found that most students participated enthusiastically. This is shown by students' positive responses in the learning process. Students obeyed all the teacher's instructions, such as doing the tasks according to the time given and answering the questions given by the teacher. Besides that, based on the research conducted, the researcher found that the majority of students attended the lessons. There were no students who did not follow the lesson without a clear reason. However, there are only a few students who do additional activities that can disrupt the learning process.

1) Respect the teacher

R	: Bagaimana sikap anda terhadap guru saat proses pembelajaran kemampuan reseptif bahasa inggris? [What is your behavior towards the teacher when learning receptive English skills?]
S1	: <i>Menghargai guru saat berbicara</i> [Respect the teacher when speaking]
S22	: <i>Memperhatikan guru menjelaskan</i> [Paying attention to the teacher explaining]

The extract above showed that students 1 and 20 stated if they gave a positive response to the teacher during the receptive English skills learning process. They appreciate and pay attention to the teacher when explaining the learning material.

2) Paying attention to the teacher

R	: Bagaimana sikap anda terhadap strategi yang digunakan guru saat pembelajaran kemampuan reseptif bahasa inggris? [What is your behavior towards the strategies used by the teacher when learning receptive English skills?]
S3	: <i>Mendengarkan dan mencari tahu apa yang dibicarakan</i> [listen and find out what is being talked about]
S4	: <i>Mendengarkan dan memperhatikan apa yang di jelaskan</i> [Listen and pay attention to what is explained]

S8	: <i>Mencoba Memahami atau bertanya Ketika Tidak paham</i> [Trying to understand or ask when you don't understand]
S21	: <i>Menurut saya strateginya bisa dibilang bagus dan tidak ada masalah sama sekali</i> [I think the strategy is arguably good and there are no problems at all]
S22	: <i>Menanggapi strategi itu dengan baik</i> [Responded well to the strategy]

The extract above indicated that the students responded well to the teacher. Students pay attention to the teacher when explaining the learning material, and try to develop their knowledge.

3) Actively asking questions

R	: Apa yang anda lakukan ketika anda menghadapi kendala dalam proses pembelajaran kemampuan reseptif bahasa Inggris? [What do you do when you face challenges or constraints in the process of learning receptive English skills?]
S1	: <i>Bertanya kepada guru agar bisa memahami</i> [Ask the teacher to understand]
S4	: <i>Saya akan bertanya atau meminta tolong kepada teman yang mengerti jika ada kendala ataupun langsung meminta tolong kepada guru</i> [will ask or ask for help from friends who understand if there are problems or directly ask the teacher for help]

The extract above indicated that the students 1 and 4 were active in the learning process. The students try to overcome the problems they face during the learning process. They will actively ask the teacher so that the obstacles they face can be resolved.

b. Emotional Engagement

Most of the students are interested as found in observation field notes and interview results. In the videos, the students seemed to enjoy and be comfortable with the teaching strategies and materials. However, a few of the students looked bored during the activity. Boredom experienced by students is indicated by additional movements made, but the teacher immediately overcomes it by taking an approach. Besides that, there were no students who rejected the materials or strategies provided by the teacher. This is shown by students' enthusiasm in participating in learning, following the instructions given by the teacher, completing the tasks given, and answering any questions asked by the teacher during the learning process the result of the interview clearly showed how the students felt interested, Satisfied with learning outcomes, and happy with the teacher's support and guidance.

1) Interest

R	: Bagaimana perasaan anda saat belajar kemampuan reseptif bahasa inggris menggunakan strategi guru? [How did you feel while learning receptive English skills using the teacher's strategies?]
	: <i>Sangat happy karna mengetahui hal yang baru</i> [very happy because I know something new]
S4	: <i>Secara strategi guru kelas saya, itu sangat baik dan mudah untuk di mengerti</i> [In my class teacher's strategy, is very good and easy to understand]
S20	: <i>Perasaanku menjadi cukup baik dikarenakan menambah skill bahasa inggris</i> [I feel pretty good because it improves my English skills]

The extract above specified that students 4 and 20 stated if they felt interested in the strategy used by the teacher in the receptive English skills learning process. The students felt happy, easy to understand the learning, and felt they gained new knowledge.

2) Satisfied with learning outcomes using teacher strategies

R	: Apakah anda puas dengan hasil belajar setelah strategi guru digunakan dalam pemebelajaran kemampuan reseptif bahasa Inggris? [Were you satisfied with your learning outcomes after the teacher's strategies were used in learning receptive English skills?]
S20	: <i>Puas dengan hasil belajar kemampuan reseptif bahasa inggris</i> [Satisfied with the results of learning receptive English skills]

The extract above showed that the student was satisfied with learning outcomes using the teacher's strategies. This shows that the strategies the teacher used suited the student.

3) Happy with the teacher's support and guidance during the learning process

R	: Bagaimana perasaan anda tentang tingkat dukungan dan bimbingan yang diberikan oleh guru selama pengajaran kemampuan reseptif bahasa Inggris? [How do you feel about the level of support and guidance provided by the teacher during the teaching of receptive English skills?]
S1	: <i>Sangat puas dan penuh tantangan</i> [very satisfied and full of challenges]
S10	: <i>Ya senang dalam pembelajaran</i> [Yes, happy in learning]

The extract above showed that students 1 and 10 felt happy with the teacher's support and guidance during the learning process. The students were satisfied with the support and actions taken by the teacher to during the learning process. This shows that the teacher observed the students well.

c. Cognitive engagement

All students showed positive cognitive engagement as found in the observation field notes, interview results, and the documents. In the video, the students appeared to show positive engagement regarding the implementation of this strategy. All students' assignments were collected, so that their assignments could be assessed by the teacher, and there was not a single student who did not submit the assignment, it was just that there were some students who were late in submitting their assignments.

Aspects of Engagement		Observation notes
1	Behavioral engagement (+) Students attend teacher or participate with enthusiasm (±) Students skip teacher without excuse (-) Students disrupt teacher	✓ Most of students participate with enthusiasm ✓ Most of students follow the lesson ✓ A few students who do activities that can interfere with the learning process
2	Emotional engagement (+) Students interest with the subject and strategies (±) Students boredom while the activity (-) Students reject the subject or strategies	✓ Most of the students are interested, enjoy and are comfortable with the teaching strategies and materials ✓ Few of students looked bored during the activity ✓ no students rejected the materials or strategies provided by the teacher.
3	Cognitive engagement (+) Students meets or exceeds assignment requirements (±) Students assignment late, rushed or absent (-) Students redefines parameters for Assightment	✓ All students submit their assignments ✓ Few students submit their assignments late ✓ There are no students who do not submit assignments

Adapted by Trowler (2010)

DISCUSSIONS

The strategies the teacher used in teaching receptive English skills at secondary school

Based on the finding above, the researcher found that the teacher at SMK Telkom Makassar applied some strategies in teaching receptive English skills. The teacher applied brainstorming, sentence completion, summarizing and the use of technology in teaching listening skill, while the teacher applied previewing, retelling, and group discussion in teaching reading skill.

a. Listening skill

1) Brainstorming

Brainstorming is used by teachers to collect students' ideas or opinions about the material being studied. the application of brainstorming in the classroom is that the teacher gives a few words to stimulate students' minds, so that students can come up with ideas about the subject matter. besides that brainstorming helps students to focus more on the subject matter so that students have a better understanding of it. This can help improve their listening comprehension. This finding is supported by Ur (2012), Brainstorming is introducing key words related to the text being listened to and asking students to make word connections or brainstorm based on these words. in line with (Newman & Nyikos, 1999), Brainstorming can be used as a strategy to support focus words in teaching listening skill.

2) Sentence completion

Completing sentences is used by teacher to find out the extent of students' understanding of listening skill learning material. the application of this strategy where the teacher gives students incomplete sentences related to the text being listened to and asks them to predict the missing words or phrases. this strategy is effectively used in the listening skill learning process because it requires students to focus more on listening so that they can complete the sentence correctly. The application of this strategy is supported by (Coskun & Uzunyol-Köprü, 2021) that sentence completion provides many benefits in teaching listening skill, namely: improve listening skill because it requires students to listen attentively to understand the context and complete sentences correctly, actively involve students in the listening process, strengthen vocabulary and grammar, encourage critical thinking, improve fluency, and build confidence.

3) Summarizing

The teacher applied the Summarizing strategy to students so that students listen to the text more focused, improve critical thinking skills and increase student creativity. in the summarizing process the teacher asks students to summarize the main points or overall message of the text listened to in their own words. Applying the summarizing strategy in the listening skill learning process is very effective for improving students' listening skill. this is supported by Coskun & Uzunyol-Köprü (2021), that the benefits of the summarizing strategy are Improve understanding because summarizing requires students to identify the main ideas and important details of a passage heard then summarize it, encourage language production because summarizing requires students to express their understanding of the material heard in their own words, encourage students to be actively involved because students must listen attentively, extract important information, and synthesize it into a coherent summary. Develops critical thinking skills, this is because summarizing requires students to identify the most important points and ignore irrelevant details.

4) The use of technology

The teacher uses technology to support learning. in the learning process the teacher utilizes existing technology, which involves students with mobile phones to access the material provided by the teacher. the teacher gives a barcode to the students and then the students scan the barcode to listen to an audio. involving technology in the learning process can increase student interest in the learning process because as we know students like to do activities that use mobile phones. According to Gupta (2016), the use of technology in teaching strategies that can be used by educators is like the use of multimedia. The use of Multimedia is to include multimedia elements in the learning process such as images, video, and audio, this can help the learning process to be more interesting and interactive.

b. Reading skill

1) Previewing

Previews are carried out by teacher to encourage students to skim the text, pay attention to titles, subtitles, bolded words, or pictures, to get a general idea of the content of the reading. this strategy is effective for students to make it easier to understand reading texts. in line with Williams (2006), that preview strategies can help readers recall prior knowledge and set reading goals, which can improve comprehension.

2) Retelling

Teacher apply the retelling strategy in teaching reading skill by instructing students to retell the text they read using their own language. The teacher hopes that this strategy can increase the number of students' vocabulary and can help improve students' creativity. In line with Antoni (2010) retelling can improve students' understanding, and develop vocabulary, this is because retelling requires students to pay attention to the details of the reading text so that it can help students understand the structure of the text, make inferences, synthesize the main idea, and students will be exposed to new words and phrases, which can help them in developing vocabulary.

3) Group discussion

Teacher apply group discussion strategies so that students can exchange ideas in small groups with the aim of achieving better understanding, solving problems, and reaching mutual agreement. Supporting this finding that group discussion strategy provides benefits for students in learning reading skill, Rizwan & Rachmijati (2021), said that applying group discussion in teaching reading skill is an effective learning strategy because through group discussion, students can learn to analyze and evaluate ideas, arguments, and evidence, and engage in constructive dialogue with their peers.

Based on the strategies applied by teacher in teaching receptive English skills, the most frequently used strategy in teaching listening is brainstorming, while in teaching reading the most frequently used strategy is previewing.

The constraints are faced by the teacher in teaching receptive English skills at secondary school

a. Level of difficulty

The level of difficulty is one of the obstacles faced by teacher in teaching receptive skills. Different levels of student understanding make it difficult for teacher to adjust the level of student abilities to the material being taught. This requires teacher to be creative in teaching, one of which is by applying the right teaching strategy. The level of difficulty faced by teacher according to (Brown & Lee, 2015) is determining the level of difficulty of the material, and choosing the right material for the level of students can be difficult, especially when students have diverse ability levels.

b. Lack of student vocabulary

As it is known that vocabulary has a very important role in the process of learning English, especially learning receptive skills. in teaching receptive skills in addition to the level of difficulty, teacher also experience obstacles regarding the lack of vocabulary mastered by students. Thus, giving longer time for students to understand the subject matter. As said by Brown & Lee, (2015) lack of vocabulary means students can have difficulty in understanding unfamiliar words or more technical vocabulary.

c. Student concentration

concentration is needed in the learning process. Students' concentration that easily changes becomes an obstacle for teacher in teaching receptive skills. this arises when students interact with other students who are not related to the learning material, students feel bored, or lesson hours that have lasted long enough. According to Brown & Lee (2015), student concentration is when students have the inability to concentrate for a long time. feeling bored can make students lose interest in learning receptive skills. Based on the results of the research, the constraints most often experienced by teacher are students' lack of vocabulary and students' concentration. This is overcome by the teacher by reviewing the material first, brainstorming, and encouraging students to use a dictionary.

The students' engagement in receptive English skills teaching using the teacher's strategies

a. Behavioral Engagement

In this research, the researcher found that the majority of students complied with behavioral norms, were polite to the teacher, had good attendance, and were actively involved in the learning process. However, there are only a few students who do additional activities that can disrupt the teaching process. Fredricks et al., (2004) Behaviorally engaged students generally adhere to behavioral norms, such as always attending class (high attendance), being active (engagement), and avoiding negative behaviors such as being disruptive in class.

b. Emotional Engagement

The researcher found that students were interested in the strategy applied by the teacher, this can be seen from the students' reactions, students obeyed all the teacher's instructions, and when given a task by the teacher students completed the task. Fredricks et al.,(2004)

Emotional Engagement, students' involvement would lead to reactions of interest, pleasure, or a sense of belonging.

c. Cognitive engagement

The majority of students in the learning process look enthusiastic, do the tasks quickly, answer questions, and show them to the teacher for assessment. Fredricks et al.,(2004) Cognitively engaged students would do the best in the learning process, such as exceeding the requirements given, and love challenges.

CONCLUSIONS

The researcher drew some conclusions based on the findings and discussion of this research: First, teacher at SMK Telkom Makassar applied various strategies in English teaching receptive skills. The strategies applied by the teacher were brainstorming, sentence completion, summarizing, and the use of technology in teaching listening skill, while the teacher applied previewing, retelling, and group discussion, in teaching reading skill. Second, there were some constraints are faced by the teacher in teaching receptive English skills that is level of difficulty, students' lack of vocabulary, and students' concentration. Last, the students engagement in receptive English skills teaching using the teacher's strategies at SMK Telkom Makassar is the majority of students responded positively to the teaching strategies applied by the teacher in teaching receptive English skills.

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