



## MAXIMIZING LEARNING ABILITY: EFFECTIVE ENGLISH LANGUAGE TEACHING TECHNIQUES

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### **Abstract:**

Optimizing students' learning potential is crucial in teaching English, as effective methods enhance comprehension and learning capacity. This study examines instructional techniques, focusing on project-based learning, cooperative learning, picture-based learning, and practice and repetition. Collaborative learning fosters a friendly environment for exchanging ideas and advancing language proficiency. Visual learners benefit from picture-based learning, which reinforces vocabulary and concepts. Project-based learning promotes collaboration, communication, and practical language application. Repeated practice helps internalize vocabulary, grammar, and listening abilities, boosting confidence in speaking English. The study employed qualitative methodologies, including questionnaires, teacher interviews, and classroom observations. Results showed that repeated practice and collaborative learning were most effective in overcoming learning difficulties, while picture and project-based learning contributed to engagement and understanding. Adaptable teaching strategies are needed to accommodate different learning styles and encourage active participation in English language learning.

**Keywords:** *Language learning, Learning ability, Teaching technique*

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## 1. INTRODUCTION

The learning of foreign languages, especially English, is very important. The ability to communicate in English has become a core skill that needs to be developed in every individual. Several intelligence factors, such as attitude, motivation and ability, influence the success of learning a foreign language (Fandiã, 2019). One of these is the ability to learn a language, the capacity for learning is an aspect or key to the development of individuals. Learning is the biological process of the acquisition of knowledge or skills and can be a marker for changes in attitudes or behavior (Lafontaine, et al., 2020). When it comes to learning English, this is a particularly important factor. In our rapidly changing world, the capacity to pick up new information, abilities, and behaviors is crucial.

Understanding language learning, especially English language learning, requires mastery of the following skills. Among these abilities are the following criteria for speaking, reading, and writing (Rahman et.al., 2019). There are other ways to learn a language besides mastering vocabulary and grammar. These consist of logic, memory, and focus (Zhang, 2019). Grammatical and vocabulary knowledge is not the only means of learning a language. There are several cognitive processes involved in learning a language, including remembering, thinking, and focusing attention.

Teachers can establish a dynamic learning environment that adapts to the various requirements of their pupils by implementing these strategies into the curriculum. These methods not only increase student engagement, but also encourage collaboration and allow students to gain different perspectives and experiences. They also help to accommodate different learning styles. By integrating different teaching philosophies, they ensure that every student has the opportunity to achieve. Improving language



learning requires an integrated approach that takes into account both the pedagogical and the practical components. While grammar and vocabulary are important, practical applications and cultural connections are also important. In this way, teachers can provide students with the resources they need to cope with challenging situations. This is why holistic teaching methods support the progress of the students in all subject areas and go beyond the development of the language.

In a cooperative learning environment, students work together in small groups to achieve a common learning goal. This approach emphasizes social interaction as a means of increasing awareness and developing skills. Cooperative learning allows students to get new ideas from classmates (Amalia, 2018). In learning English, students benefit from various cooperative learning methods. Apart from enhancing students' critical thinking abilities and classroom participation, research has demonstrated that the method also helps with psychological adaptability (Kuwabara et.al., 2020).

Picture-based learning is an effective strategy for students' understanding and retention of new vocabulary and concepts. The use of pictures can have good results in terms of vocabulary learning (Suyono, 2018). Pictures can help students to develop their imagination, and through the use of pictures, students can not only listen during the teaching and learning process, but they can also see signs that are illustrated by pictures to express ideas (Karya et.al., 2022). This technique can improve students' ability to understand the material they are learning, as visual students find it easier to comprehend information through pictures than through text.

Project Based Learning (PBL) is an approach that encourages students to learn by working on real projects that are relevant to how they want to live. PBL is a collaborative teaching approach that involves two or more teachers working together to develop, administer, and assess a course. Moreover, by providing students with substantial control over topic selection and resource utilization, PBL fosters independence alongside collective responsibility in synergy essential for cultivating robust interpersonal relationships among students. The concept emphasizes sharing expertise and having reflective conversations (Almulla, 2020). Presentations, reports, and multimedia projects can all be produced as part of PBL when it comes to English language instruction.

Projects based on PBL give students more freedom to choose appropriate topics, resources to consult, the distribution of responsibilities among group members, and the way they design and present their final product (Aldabbus, 2018). As well as enhancing language, this approach also develops communication, collaboration and teaming abilities, and thus equips students to meet the demands of the 21st century (Handrianto & Rahman, 2018). Therefore, in addition to giving students the flexibility to select subjects and materials, project-based learning equips them with a toolkit of critical abilities that will be necessary for success in the future.

Another technique that remains important in language teaching is drills and exercises. As a task is a goal-oriented activity that consists of three phases, which consist of the pre-task phase, the task cycle, and the language focus (Sabah, 2018). Students can better internalize the material through regular practice such as reviewing



vocabulary, grammar and listening practice. Exercises provide students with the opportunity to practice and reinforce what they have learnt, thereby increasing their confidence in the active use of the English language.

For personal and professional development, the ability to learn a language is important. Presently, e-business predominantly utilized via the internet continues to advance and achieve significant success in trade and commerce, serving as a common language across various international organizations including UNO, WHO, UNESCO, UNICEF, OPEC, EFTA, ASEAN, UNHCR, WTO, ILO, BRICS, and INTERPOL;

notably, one-third of these entities exclusively utilize English, while approximately 90% of all communication within Asian international organizations employs English. When teaching English, it is possible for every teacher to have different ways of learning how to teach. However, it is also important to remember that students learn differently and tend to learn in different ways. The background to this research is the wide variety of learning techniques used in teaching English. However, we still often find that students tend to be passive when it comes to learning English. That is why it is so important to find practical ways to overcome them.

Even after the implementation of various teaching strategies, English language courses continue to face significant challenges. One of the main problems is that, especially with interactive teaching methods such as project-based learning, picture-based learning and cooperative learning, students are often inactive during the learning process. There is evidence that this tactic works in some situations, although there is a lack of rigorous research comparing the effects of each approach in different classrooms. Furthermore, the majority of current research is site- or school-specific, which makes extrapolating results to larger educational contexts challenging. This means that developing a global solution to help improve teaching English is challenging.

Moreover, many studies lack precise, quantifiable measures of student performance, including test scores or language skills. In addition, more research is needed to determine the most effective ways to modify teaching methods to improve language acquisition and student motivation because many studies do not provide precise measures of student performance such as test scores or language proficiency. It is also difficult to extend findings to a larger educational context because much research focuses on specific educational settings or institutions. Further complicating the study of learning is the lack of reliable markers of student growth, such as test scores or changes in language proficiency. These difficulties highlight how important it is to explore practical ways in which classroom procedures can be modified in order to increase the participation of students and to improve language acquisition.

There are a number of strategies that can be used to get students interested in learning a language. The interactive approach is an effective strategy for 7<sup>th</sup> grade C. Active learning involves allowing students to independently create positive understanding and abilities and to assess their own progress in completing a task, all while providing abundant chances and time for interaction. (Byusa, et al., 2020). Dealing with kids that are passive in class requires teachers to continuously look for



and modify successful teaching strategies. We need to understand learners' needs better and be more creative about making learning interesting. In this way, a learning environment can be created in which students are motivated to take an active part in the learning of English.

Despite the identification and implementation of multiple teaching techniques within language education, there exists a scarcity of research assessing their effectiveness in optimizing students' enduring learning potential. Previous studies predominantly centered on distinct skill domains, such as speech or composition, yet failed to investigate how these pedagogical methods could collectively enhance students' broader English language learning capabilities, particularly concerning enhanced linguistic comprehension and practical utilization.

Through an analysis of several teaching strategies meant to improve students' learning capacities within the context of English language instruction, this study aims to address this deficiency in knowledge. The goal of the study is to assess how several teaching methods, including picture-based learning, group learning, and drills and repetition, might enhance students' comprehension, involvement, and capacity to actively participate in the learning process. It focuses primarily on how these techniques can help overcome significant barriers to language learning, such as problems with vocabulary, grammar, and the appropriate use of language in different situations. Therefore, the aim of this study is to assist teachers in the selection and application of the most effective teaching methods to improve the learning skills of their students. In addition, the results of the study may offer practical suggestions for application in a variety of education contexts to enhance the effectiveness and focus of English language learning.

## 2. METHOD

This study adopts a qualitative methodology using a case study design for an in-depth exploration of effective English language teaching strategies which enhance learning in an educational setting. The research was carried out with teachers and students of English language in Grade 7C of the SMPN 1 Lamongan. This ensured that the results were relevant and that the selection of participants remained representative. Teachers were observed using various teaching methods to collect data. Students' responses during learning activities were systematically observed. In-depth interviews were also conducted with the teachers to gain their perspectives on the effectiveness of different strategies, the challenges they faced, and the reasons for the decisions they made. In addition, questionnaires were used to enrich the data and capture more student perspectives. This case study is based on extensive interviews with English teachers and classroom observations.

## 3. FINDING AND DISCUSSION

Within the context of learning technology research, this study is presented. The initial focus of the research is on the primary challenges students have with English language learning. These challenges, including access to resources, language proficiency, and motivation, can be vast and varied. The examination of challenges



allows for a detailed examination of the particular difficulties faced by students, and the findings are organized in Table 1, which presents a broad summary of the major challenges faced by students in learning English, highlighting significant findings and patterns found throughout the research.

**Table 1.** Challenges in Learning English

Statement	Choice	Percentage
Main challenges when learning English	Vocabulary	40,62
	Grammar	25
	Speaking	25
	Reading	0
	Writing	9,37

The majority of students (40.62%) have difficulty understanding English vocabulary, as shown in Table 1 above. This indicates that a large number of students have difficulty with the comprehension of new English vocabulary, which could be a serious obstacle to learning. The factors contributing to the difficulty are pronunciation, spelling, length and complexity, grammatical structure, and meaning (Ndraha et.al., 2023). This can make it difficult for someone to communicate; comprehension or memory issues are detrimental to the process of learning a language. Therefore, it is imperative to emphasize the vocabulary-learning challenges encountered by students, suggest vocabulary-learning strategies designed to boost their comprehension of the targeted vocabulary, and provide them with opportunities to learn new words.

Furthermore, grammatical and speaking issues were a major issue for the kids. Speaking plays a vital role in conveying messages in spoken language, exhibiting distinct characteristics compared to written language, including vocal potentials, facial expressions, body signs, pitch, articulation, stress, rhythm, and pauses (Wahyuningsih & Afandi, 2020). In these categories, 25% of students reported having trouble. Their confidence in speaking English is undermined by grammatical and speaking issues, which consequently affects their capacity to use English in the classroom. This suggests that in order to improve students' ability to use English effectively, more attention needs to be paid to mastering grammar and speaking skills in the learning process.

In addition, 9.37% of students believe that writing is a difficult subject that requires work. Though this percentage is somewhat low when compared to difficulties with speaking and vocabulary, writing is still a crucial language acquisition skill that requires attention. Along with this, ESL students encounter a number of difficulties that make it hard for them to write in English, such as a small vocabulary, poor syntax, poor spelling, a lack of preparedness, and a lack of exposure to books and reading materials (Moses & Mohamad 2019). On the other hand, the study's findings indicate that no student views reading as a difficulty when learning English.

The analysis's findings indicate that students' largest obstacle to learning English is vocabulary, which is followed by grammar and speaking abilities. Additionally, writing was seen as difficult, albeit to a lesser degree. Students did not find reading difficult,



however, suggesting that this skill has been thoroughly mastered. Therefore, the efforts in English language learning in schools can be focused more on the development of vocabulary, speaking skills and grammar in order to improve the overall competence of the students in English.

The second question in this research focuses on identifying which learning techniques are the most effective in helping students overcome the primary challenges they encounter when learning English. The results of the analysis of this question are presented in Table 2, highlighting several key methodologies that demonstrate substantial improvement in student performance.

**Table 2.** Effective teaching techniques to overcome challenges

Statement	Choice	Percentage
Teaching techniques help you overcome challenges	Collaborative learning (group work)	29,03
	Image-based learning	19,35
	Project-based learning	9,68
	Practice and drill	41,94

Practice and drill were found to be the most effective techniques to help students overcome the challenges of learning English. Of the students who responded, 41.94% thought that using this method could improve their English language learning. Through consistent practice, students can increase their understanding of the material they are learning and thereby improve their English language skills. This approach allows students to apply what they have learned in real-life situations, building confidence and reinforcing key concepts. It also makes practice sessions more interesting and useful for all students through a variety of exercises that cater to different learning styles. Teachers can help students overcome the challenges of learning English more easily and effectively if they prioritize regular practice to build a solid foundation.

Group work and other cooperative learning strategies were responded positively by 29.03% of the respondents who said that interaction with a group through knowledge sharing and discussion improves understanding of the material. These exchanges have the potential to help develop communities and enhance learning. Additionally, the social dynamics of group projects can increase student engagement and help them understand and remember the material.

Collaborative learning can also help students develop their critical thinking and problem solving skills by exposing them to different points of view and requiring them to work together to solve challenges. The collaborative environment that exists during classroom learning encourages collaborative learning, where students help each other and expand their understanding of the topic by explaining it to each other. Students are required to be able to work well with their friends or others in order to succeed in their future academic and professional endeavors in today's interconnected world. By emphasizing teamwork in the classroom, teachers emphasize language skills and other life skills that are useful outside the classroom 19.35% believe visual learning is



effective When abstract concepts in English vocabulary are explained through images or visuals, students find it easier to understand and retain information. In addition to the benefits for visual learners, this approach can also have a positive impact on student engagement and retention. Project-based learning received the lowest percentage (9.68%), despite the fact that it helps students grasp the content practically. However, by giving students the opportunity to use what they have learned in authentic situations, this method helps them become more proficient in the language generally and improves their practical English skills. By integrating these varied methods, educators can create a more holistic learning environment that addresses different learning styles and needs.

Based on the results of this analysis, it can be concluded that practicing and repeating are the most effective teaching techniques to help students overcome the challenges of learning English. This finding is in line with other research that shows that when students are given specific tasks to work on over a period of time, their academic performance can be improved (Byusa, Kampire, & Mwesigye 2020). In addition, project-based learning makes a contribution, albeit to a lesser extent, while collaborative learning and picture-based learning have also been shown to be effective in improving students' understanding of the material.

The third question in this research focuses on the most effective learning techniques in order to increase the activity of the students and to help them to overcome the main challenges they have in learning English. The results of the analysis of this question are presented in Table 3.

**Table 3.** Effective teaching techniques for more active learning

Statement	Choice	Percentage
Teaching techniques are most effective in making more active and involved in learning English	Collaborative learning (group work)	43,48
	Image-based learning	21,74
	Project-based learning	15,22
	Practice and drill	19,57

Collaborative learning or group work was found to be the most effective teaching technique for making students more active and engaged in learning English. Indeed, according to 43.48% of respondents, this method was the best in raising their pupils' interest in the process of learning. According to the assertion that collaborative learning encourages students to read, listen, write, and discuss on their work as a group, students who actively participate in the learning process pay more attention and are more committed (Qureshi et.al., 2023). By enabling students to communicate and work together with their classmates, collaborative learning fosters an atmosphere that promotes active engagement in learning activities 21.74% of respondents chose image-based learning as the second most successful approach. The findings indicate that the utilization of visual aids aids comprehension and enhances the students' enthusiasm in the learning process. This makes it easier for students to understand abstract ideas in the English language. Project-based learning, practice, and repetition (19.57% and



15.22%, respectively) are also attributed to higher levels of student activity. These methods keep students engaged as they have the opportunity to experience and apply the concepts they learn.

Results indicate that teaching strategies that emphasize interaction and visualization, such as pictorial learning and collaborations, can be highly effective at increasing student enjoyment of learning English. These methods facilitate a deeper understanding of the language by engaging students through group projects and visual aids. Ongoing practice activities and real-life projects help students learn and understand English and keep them motivated and interested in learning. In addition, to ensure that all students remain inspired and engaged in their language learning journey, the integration of a variety of teaching methods accommodates different learning styles. Teachers can greatly improve the overall effectiveness of English language instruction by creating a dynamic and supportive learning environment.

#### 4. CONCLUSION

The study shows that students face significant barriers to English language learning, particularly in the areas of vocabulary, grammar, and speaking skills, which are all critical to language acquisition. As a result of these difficulties, learners often find it difficult to communicate clearly and effectively, leading to frustration and a lack of confidence in using language. Reading is generally considered less challenging because learners find written language easier to understand than speaking or writing, but writing can also be challenging due to issues with syntax and style. Research has shown that effective teaching strategies to address these issues include picture teaching, cooperative learning, and constant practice and repetition. These methods make learning fun and interactive and reinforce key skills. They also include learner-centered strategies that adapt to different learning styles and provide visual stimulation and engagement to help students overcome other difficulties they face.

Research has shown that certain teaching methods, such as peer teaching and practice, help students improve their English language skills, including speaking, grammar, and vocabulary. This improves comprehension and communication skills. These methods can help teachers adapt lessons to kinesthetic, visual, and auditory learning styles and are flexible enough to accommodate different learning preferences. Through regular practice, students gain language skills and increase their confidence in using English in a variety of situations. Students can develop self-confidence and independence and help overcome language barriers. They also improve their ability to retain knowledge and use English in everyday life. Ultimately, these methods can greatly improve the success of language learning in the long term.

Teachers should be able to expand the range of teaching methods, including modeling and collaborative learning, to accommodate different learning styles and student engagement. These methods create a more inclusive environment and ensure that students with diverse learning preferences, including kinesthetic or tactile learners, are included in the classroom. Speaking and vocabulary are two of the main areas of learning difficulties faced by students, so more time and resources should be invested



in activities that focus on these skills, such as vocabulary games and speaking exercises, to improve students' confidence and communication skills. We also need more research into innovative methods and strategies to improve student achievement and should explore the use of digital tools and technologies in language teaching to provide creative pedagogical solutions. An integrated teaching approach that combines authentic projects with regular practice can help engage students and develop their language skills in a more balanced way by providing theoretical knowledge and practical application.

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