

## ABSTRACT

**INDARWATI.** 2016. *A Descriptive Study on Teachers' Strategy in Teaching English at Mts. Sulamul Huda Siwalan in Academic Year 2015 – 2016.* Thesis, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo, Advisor Dr. Harjali, M.Pd.

**Key word:** *Teachers' strategy*, teaching English.

As the professional teacher, the teacher is required to have four competences. One of those competences is the professional competence as the discipline of education which engages some aspects such as the quality of teaching include the teaching strategies. Teaching strategy became main factor to achieve the goal of teaching learning process. The teacher should be intelligent to find the appropriate strategies. Nowadays, English lesson is taught started from the elementary school until college level. In fact, some the students have difficulties to learn English. They need several kinds of strategies to understand the macro (speaking, reading, writing, and listening) and micro (pronunciation, grammar, and vocabulary) skills in teaching learning English.

The problem statements on this research are (1) What are the strategies used in teaching English at MTs. Sulamul Huda Siwalan, (2) What is the dominant strategy applied by teachers in teaching English at MTs. Sulamul Huda Siwalan, (3) What is the implication of strategies on students' English achievement in teaching English at MTs. Sulamul Huda Siwalan .

The research uses descriptive qualitative research. The collecting data is done through interview, observation, and documentation method. Interview is used to collect the data from the English teacher and students. Observation is used to observe the way of teachers' strategy in teaching English. Documentation is used to support the data that has been collected from observation an interview. In analyzing the collected data, the researcher applied the step of qualitative data analysis proposed by Milles and Hubberman, covering data reduction, data display and conclusion/verification.

The result of the study found out that: (1) The English teachers at MTs. Sulamul Huda use some strategies. There are drilling strategy, direct teaching strategy, individual work strategy and cooperative strategy, (2) The dominant strategies used at MTs. Sulamul Huda were direct teaching strategy and cooperative teaching strategy in teaching English, (3) The implication of teaching strategies able give students the great interest to be actively involved and participating in the teaching and learning process. They also use more vocabularies to communicate each other. The improvements of the mean scores showed that there was an improvement on the students' English achievement. Therefore, it could be concluded that teaching strategy could improve the students' English achievement.

## CHAPTER 1

### INTRODUCTION

#### A. Background of the study

There are about 4,000 living languages in the world. The popular language is English. There are 300 million native speakers found in every continent. There used English in daily activities. Meanwhile, hundreds of millions of people attempt to learn English each year.<sup>1</sup> English is very important. It should be learn by the people. So, to make many people in the world lived used English language.

Indeed the role of education should be aligned to the international demands in the era of globalization. English is the key to face the globalization era. English has a very important role entering the era of globalization. That function not only as a tool or medium to communicate between nations but also as a bridge such as the language of Science, technology, social - economic, cultural, and even art. It caused the English has began to be taught from the elementary school until collage university level.

Language teaching can be defined as the activities which are intended to bring about language learning. Language teaching is more widely interpreted than instruction a language class. Especially, when learning a foreign language

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<sup>1</sup> Geoffery Broughton, et al., Teaching English as foreign Language (New York: Routledge & Kegan Paul Ltd. 1978) 1-5.

the learners should be master in the four skills: listening, speaking, reading, and writing. Focusing on the English education program in the school actually to help the students reach the good achievement and to increase their competence.

English teacher should be aware of students' foreign languages and how to teach based on the students' proficiency levels in both languages. As a model of knowledge, a teacher is able to promote comprehensive knowledge of his/ her subject. According to amendment 1945 Chapter IV, Article 10 that a teacher is required to have some competences, pedagogic, personality, social and professional competence acquired through professional education.<sup>2</sup>

In the case of teaching and learning foreign language, it should emphasize on the professional competence as the discipline of education which engages some aspects such as the quality of teaching, teaching as a complex behavior, instructions that must be based on the most effective strategies, techniques and methods, and the social setting in which learning occurs as the major factor. Meanwhile, Thomson describes that the teacher has to control classroom and the student know who has charged and takes pride in their work and strives for excellence to show that they know what to teach and how to teach it in the best way.<sup>3</sup> The teachers know the subject material and often searching for the new methods and ideas to be used. Successful foreign language

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<sup>2</sup> Nanang Hanafiah, *Konsep Strategy Pembelajaran* (Bandung: PT. Refika Aditama. 2009).180.

<sup>3</sup> Sutanto Leo, *A Challenging Book to Practice Teaching in English* (Yogyakarta: C.V ANDI OFFSET. 2013), 240.

learners are usually people who know how to manipulate style as well as teaching strategy.

Teaching strategies are the 'tools for teaching and learning that teachers have available to them and 'teaching skills' are the ways which teachers select and use the 'tools' at their disposal to achieve effective learning.<sup>4</sup> There are some strategies that can be used by the teacher to teach the students, such as classroom interaction strategies, direct strategies and cooperative strategies etc. Classroom interaction strategies refer to the interaction between the teacher and learners and amongst the learners in the classroom and the interaction focused on the language used by the teacher and learners.<sup>5</sup> Direct strategies are the strategies including modeling, directed practice, guided practice, and independent practice.<sup>6</sup> Cooperative strategies are not simply an expedient device to get students in large classes to participate in the teaching learning process. The students should be active and communicative.<sup>7</sup>

The English teacher especially in MTs. Sulamul Huda also encouraged many strategies in the teaching English process. It caused the state of the students today that the most difficult lesson faced by them is to learn the English language.

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<sup>4</sup> Sally Faraday, et al., *Effective teaching and learning in vocational education* (London: LSN, 2011), 32.

<sup>5</sup> David Nunan, *The Cambridge Guide to Teaching English to Speakers of Other Languages*. (New York: Cambridge University Press, 2001). 120.

<sup>6</sup> Harvey F Silver and Richard W, Strong, *The Strategic Teacher*. (Alexandria, Virginia USA: Association for Supervision and Curriculum Development, 2007).

<sup>7</sup> Alan Crawford, et al. *Teaching and Learning Strategies for the Thinking Classroom*. (New York: The International Debate Education Association, 2005). 48.



English lesson can be possibly difficult activity for the students, such as; limited vocabularies, grammar, low pronunciation, difficult understand the meaning, and less confident to explore the English language.

Meanwhile, the problems also hold for students' the integrated school. According to Miles it mean that the general term integration has come into use in the field of higher education to describe the ideas of making connection and applying learning in multiple contexts.<sup>8</sup> It means, integrated learning is teaching and learning approach that takes into account and adjust to the child's developmental level and is able to provide a meaningful experience to the students. Mrs. Fori is a teacher who taught in the integrated class. She assumes the handling for integrated classes are also different from the regular class. The learning process especially English has 6 hours in a week and conversation with English language in several days. The time for English program for integrated class is longer than regular class. In fact, the phenomena are found that some students in learning English language were unable to communicate effectively in the classroom. Besides, there are did not active and did not full participation during English lesson.<sup>9</sup>

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<sup>8</sup> James P Barber, "Integration of Learning Meaning Making for Undergraduates through *Connection, Application, and Synthesi*", 1(October, 2008).1.

<sup>9</sup> Interview in pre –research with Mrs. Fori as an English teacher of MTS Sulamul Huda on wednesday: 09.00 WIB, 29 february 2016.

This frequently happens because many factors which influence the students' English learning process become difficult such as the inappropriate teaching strategies, students have low motivation and limited time in teaching and learning process. Those problems are very serious to discuss for two reasons. First, limited vocabularies, grammar, low pronunciation, difficult understand the meaning, there are did not active and full participation because less confident to explore the English language are the core competence to set a successful English learning. Second, MTs Sulamul Huda Siwalan is one of private school in my village that applied bilingual area. Third, MTs Sulamul Huda Siwalan uses curriculum 2006 (KTSP) in which the students should be able to make and convey to be more creative and practical in learning process which is suited with the characteristics of school, the region and the pupils.

Indeed, many teaching strategies or technique developed by language experts in teaching English as a foreign language, but not all the teaching strategies or technique suitable for each learning objective. Strategy should be developed learning-centered and focuses on the student activity by selecting the appropriate learning strategy, it expectation quality and learning. The professional competence in teaching learning process such as the competence to plan, design, implement, evaluate, conduct feedback and selecting to find the appropriate strategies become an important factor in achieving success learning objectives.

In conclusion, based on all reviews that explanation the researcher wants to conduct the research entitled "A DESCRIPTIVE STUDY ON TEACHERS' STRATEGY IN TEACHING ENGLISH AT MTs. SULAMUL HUDA SIWALAN IN ACADEMIC YEAR 2015 – 2016.

### **B. Research Focus**

Since this study discusses the teaching strategy at MTs. Sulamul Huda Siwalan the writer analyzes the data mainly based on the theories in some books. In other word, it is also done through a school field research. The research only focuses on the teachers' strategy in teaching English at MTS Sulamul Huda Siwalan in academic year 2015/ 2016.

### **C. Statement of Problems**

Based on the background of the study result, the problem is formulated as follows:

1. What are the strategies used by teachers in teaching English at MTs. Sulamul Huda Siwalan?
2. What is the dominant strategy applied by the teachers in teaching English at MTs. Sulamul Huda Siwalan?
3. What is the implication of strategies on students' English achievement at MTs. Sulamul Huda Siwalan?

#### **D. Objectives of the Study**

The objectives of this study are:

1. To find out the teachers' strategies used by teachers in teaching English at MTs. Sulamul Huda Siwalan.
2. To find out the dominant strategy by teachers in teaching English at MTs. Sulamul Huda Siwalan.
3. To find out the application of teachers' strategies on students' English achievement at MTs. Sulamul Huda Siwalan.

#### **E. Significance of the Study**

##### **1. Theoretical significance**

The result of research will develop teachers' knowledge to teachers' strategy in teaching learning process at MTs. Sulamul Huda Siwalan. It can help to involve the students in teaching learning process.

##### **2. Practical significance**

The result of this study is expected to be beneficial for:

###### **a. Teachers**

The result of this research may offer strategies of teaching English that may be useful as input or evaluation for teachers, especially English teacher and to find out which one is the mostly strategies used by theme. So the students understand the materials better.



b. Students

Students are able to understand that teacher's strategies in teaching English and be able to understand teacher's explanation about the material of English.

c. Future researcher

To give a contribution to future researcher, particular the students of English department of STAIN Ponorogo that the teachers not only teach but they have to be able to make good environment and find the appropriate strategies in learning process. So, the goal of learning can be received easily.

## **F. Research Methodology**

### **1. Research Design**

The researcher applies Qualitative approach in doing this research. Qualitative research seeks to understand the what, how, when, and where of an event or an action in order to establish its meaning, concepts, and definition, characteristic, metaphors, symbol, and descriptions.<sup>10</sup> The type of this research is Descriptive research. Qualitative description is likely to encompass all these elements in its effort to provide an adequate basis for interpretation and explanation of social action.

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<sup>10</sup> Muhammad Adnan Latief, *Research Methods on Language Learning an Introduction* (Malang: Universitas Negeri Malang (UM PRESS). 2014), 75.

In other hand, the characteristic of qualitative research has the natural setting as the direct source of data and researcher is the key of instrument. The data collected in the form of words or picture rather than number. A qualitative research also takes into account the process rather than the outcomes or the product.

In this research the data is collected naturally by observing the teachers' strategy used in teaching English at MTs. Sulamul Huda Siwalan in academic year 2015/ 2016. This research will conduct an interview with the English teachers' of the school. The researcher plays a role as an observer and an interviewee. Then, the details analyzed and presented in a form of description.

## **2. Researcher Role**

Some qualitative researchers in education did fieldwork, participant observation, in - deep interviewing or ethnography by spending extended amounts of time at the research site, with the research subjects or with document. Recording the notes on paper so that had data to analyze and wrote up the findings, including many descriptions, reports of conversations and dialogues.<sup>11</sup>

In this research, the researcher has role as passive participation which is means that the researcher presented the scene of action but does not interact

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<sup>11</sup> Robert C. Bogdan and Sari Knopp Biklen, *Qualitative Research for Education* (Allyn and Bacon: Boston, 1992) 23.

or participate, recording of what happens in the setting by writing field notes by collecting other kinds of documentary evidence.

### 3. Research Location

This research was conducted at MTs. Sulamul Huda Siwalan Mlarak Ponorogo. Researcher chooses this school best on reason. First, MTs. Sulamul Huda Siwalan is the most one private school that used bilingual area. Second, every the extracurricular competition the MTs. Sulamul Huda Siwalan often get the appreciation. Third, the teacher and students are welcome to conduct the research.

### 4. Data Source

The term data refers to the rough materials researcher collect from the world they are studying, they are particulars that form the basis of analysis. Data produced from such sources may include field notes, interview transcripts, document photographs, video, or tape recording.<sup>12</sup>

The data sources in this research are:

- a. Human including the head of master, some of English teachers and some students in MTs. Sulamul Huda Siwalan that have learn English language different from other.
- b. Non human, including of documents from TU of MTs. Sulamul Huda Siwalan ( school profil of MTs. Sulamul Huda Siwalan, vission, mission,

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<sup>12</sup> Ian Dey, *Qualitative Data Analysis A User Friendly Guide For Social* (London: Routledge, 1993). 15.

condition of teacher, staff, and students, list of students' of MTs. Sulamul Huda and infrastructure ) and about teachers' strategy used in teaching English at MTs. Sulamul Huda Mlarak in academic year 2015/2016.

## 5. Technique of Data Collection

There many kinds of technique of collecting data such as interview, observation, questionnaire, documentation and test. Furthermore, the extensive data collection to make a matrix that contains four types of data (interview, observation, documentation, audiovisual materials).<sup>13</sup> In this research researcher used, observation, and documentation, interview as technique of data collection.

### a. Observation

According to Mason, observation usually refers to” methods of generating data which involve the researcher immersing in a research setting and systematically observing dimensions of that setting interactions, relationships, action, events.<sup>14</sup>

It means everything in relation with the working project performed and the topic of research must be observed. The data taken from the observation are the location of the school, the structure of the school organization, the condition of the teacher and students, the method used by

<sup>13</sup>John Creswell .W. Qualitative Inquiry & Research Design Choosing Among Five Approaches. (London: SAGE Publication, Inc. 2007).129

<sup>14</sup> Alison Mackey, et al., Second Language Research Methodology and Design. (London: Lawrence Erlbaum Associates, publishers. 2005). 175



the teacher and the school facilities. In this case, the data as fact in the field to complete the data of the research are collected and recorder.

By the observation, the researcher observes directly the process of teachers' strategy in teaching English at MTs. Sulamul Huda Siwalan during teaching learning process.

b. Interview

One of the most popular and frequently by using methods of gathering information from people about anything is by interview. It is also the most popular methods used within the social sciences. Conducting interview is an interpersonal process and as an investigator must be very aware of own behaviors and assumptions in the context. Interviews are qualitative method of research often used to obtain the interviewees' perceptions and attitudes to the issues.<sup>15</sup>

Interview of this research is meeting some bodies for formal consultation or examination. In performing interview that the first must be compiled is a list of person that will be interviewed; Mrs. Lilik, Mr. Ali and Mrs. Fori as the English teacher of MTs. Sulamul Huda Siwalan.

They give the information dealing with the research question. The data which gathered from the interview are:

- 1) The students at MTs. Sulamul Huda Siwalan.
- 2) The English teacher at MTs. Sulamul Huda Siwalan.

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<sup>15</sup> Nicola Headlam, Research Methods Handbook (CLES,1986). 39

3) The students especially the integrated class at MTs. Sulamul Huda Siwalan.

c. Documentation

Document is a way of collecting data by reviewing existing documents. Documents may be hard copy or electronic and may include reports, program logs, performance ratings, funding proposals, meeting minutes, newsletters, and marketing materials.<sup>16</sup>

It means that documentation is one of the techniques used to obtain the data from the document and written materials. In this research, researcher takes documents related with the student list of MTs. Sulamul Huda Siwalan, background of the school, vision and the mission of MTs. Sulamul Huda Siwalan and so on.

## 6. Data Analysis

Data analysis is the process of systematically searching the interview transcript, fieldnotes, and other materials that accumulating to increase your own understanding of them and to enable you to present what you have discovered other.<sup>17</sup>

Since this research is qualitative, the research applies interactive analysis as the technique of data analysis. The interactive analysis is suggested by Miles and Huberman, an activity in data analysis of qualitative applies

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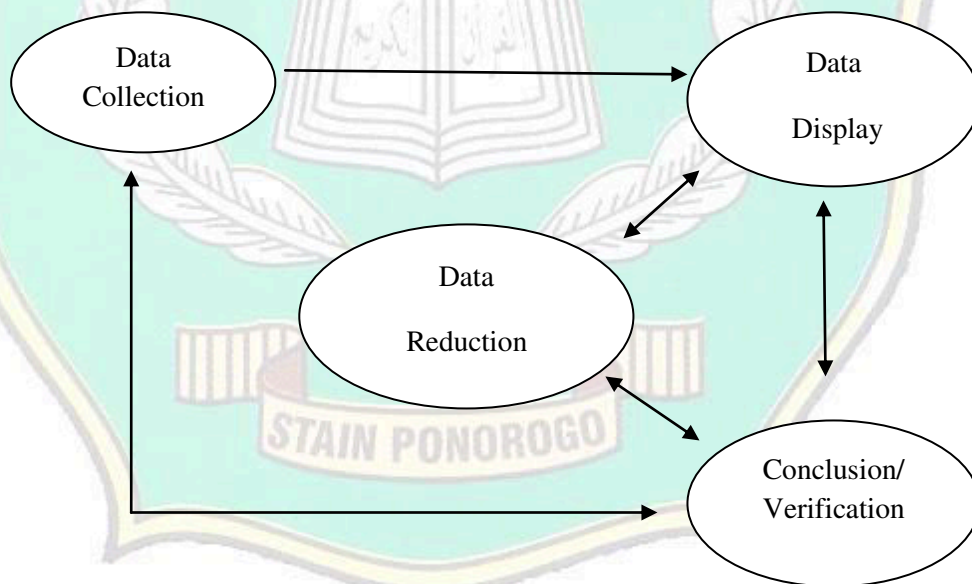
<sup>16</sup> B Ed Hons, Research Method in Education. (columbia: higher education commission. 2012) 73.

<sup>17</sup> Ibid.,153

interactive and taken place at all time to complete until the data surfeited. The data analysis begins when the research observes the subject of research or conduct an interview with respondents. Besides, the data analysis can be conducted when research completes the process of collecting data. It means the research describes the situation or phenomenon related with teachers' strategy in teaching English at MTs. Sulamul Huda Siwalan.

The stages of interactive analysis applied in this research are data reduction, data display, and conclusion drawing/ verification. Each of the stages is presented in the following.<sup>18</sup>

The steps in data analysis are shows in chart below:




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<sup>18</sup> Matthew B Miles, et al., *An Expanded Sourcebook Qualitative Data Analysis* (London: Sage Publication, 1994), 24-26.

a. Data reduction

Data reduction is a stage of summarizing, classifying, and focusing on essential things. In this stage, the research needs to separate the accurate data from the inaccurate ones. Through the data reduction, the research may focus on data the teachers' strategy in teaching English will be analyzed.

b. Data display

Data display is stage to organize the data into patterns of relationship. The data display can make the collected data easier to be understood. In this stage, the research presents the teachers' strategy in teaching English in narrative text.

c. Conclusion/ verification

From the start of data collection, the qualitative analysis is beginning to decide what thing mean-is noting regularities, pattern, explanation, possible configurations, causal flows and propitiation. In this stage, the research makes a conclusion. The conclusion can be in form of thick description. The conclusion is the answers of the research problems the teachers' strategy in teaching English which have been formulated.



## 7. Data Credibility

Fraenkel and wallen suggested several techniques to enhance credibility, including continuing, the data collection over a long enough period of time to ensure that the participants have become used to the researcher and are behaving naturally. They also suggestion collecting data in as many contexts and situation as possible to make certain that the picture provided in the research is as full and complete as it can be.<sup>19</sup> In this research data credibility was done by:

a. The strenuously observation. It means that the researcher finds the characteristics and elements in the situation that relevant with the chosen issue. The researcher can conduct it by:

- 1) Observing the teachers' strategy in teaching English to the students of MTs. Sulamul Huda Siwalan in academic year 2015/2016.
- 2) Studying it specifically until the researcher finds the wanted data.

Application of researcher in this observation is very important to proving the research.

b. Triangulation that is aimed to make the study of the data investigated became more comprehensive. The theoretical include triangulation (using multiple perspectives to analyze the same set of data), investigator triangulation (using multiple observers or interviewers), and

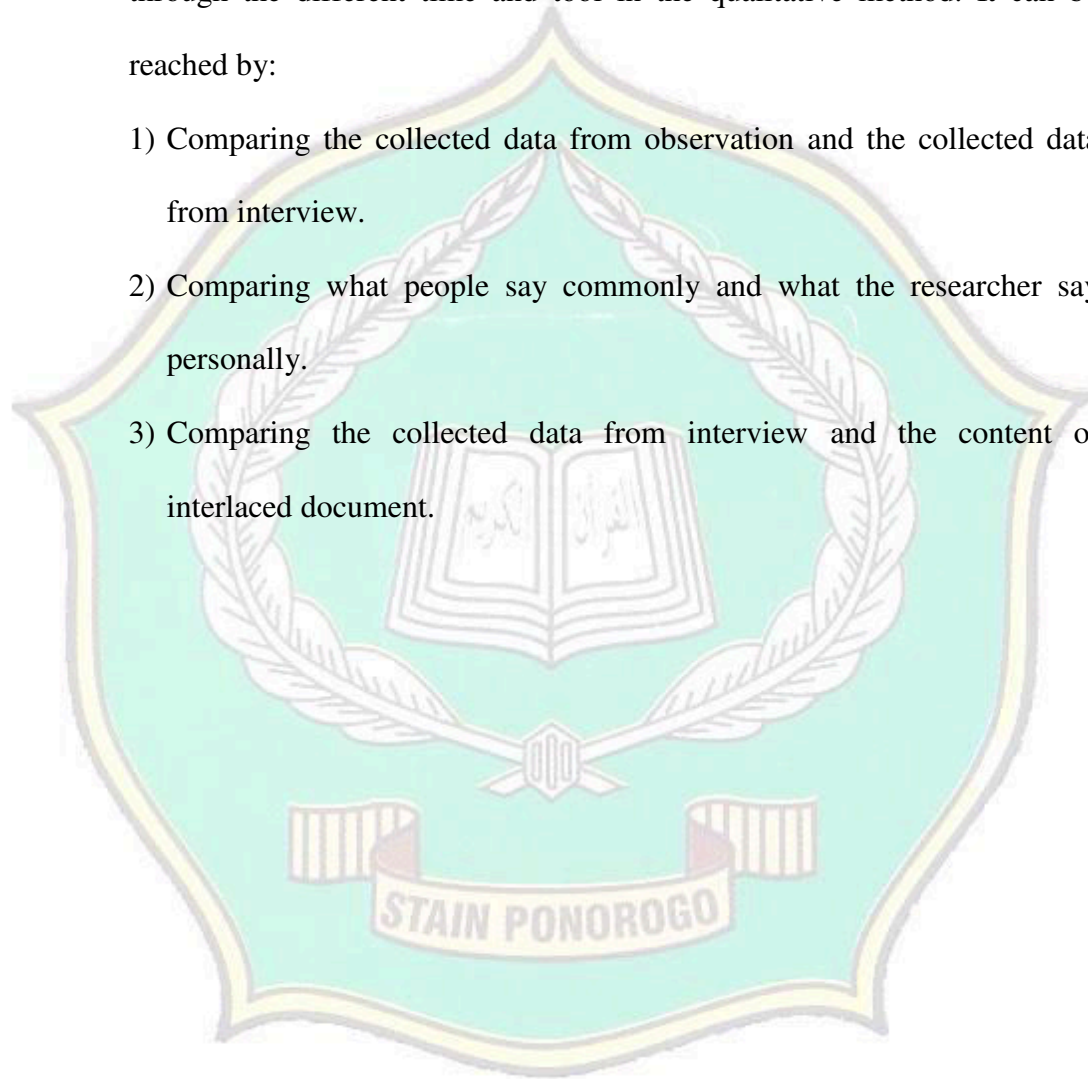
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<sup>19</sup> Ibid.,180

methodological triangulation (using different measures or research methods to investigate a particular phenomenon).<sup>20</sup>

It means that the researcher checks the validity of collected information through the different time and tool in the qualitative method. It can be reached by:

- 1) Comparing the collected data from observation and the collected data from interview.
- 2) Comparing what people say commonly and what the researcher say personally.
- 3) Comparing the collected data from interview and the content of interlaced document.



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<sup>20</sup> Ibid., 181.

## 8. Research Procedure

In research procedures there are three procedures from research such outcome research report, research procedure such as:

### a. Planning

Before doing the research activity, the researcher must prepare the research material. The preparation in this research activities are:

- 1) Getting permission letter from the institution.
- 2) Getting permission latter and approval from the school that it will be researched.
- 3) Arranging the plan of the research.

### b. Application

- 1) Understanding the research preparation.
- 2) Ask permission to the teacher who learn.
- 3) Entering to the field.

### c. Data analysis

Analyzing data and after collecting data. In this research, the researcher used data reduction, data display and data verification.

### d. Reporting

Report the result of the research in a form thesis.

## G. Organization of the Thesis

Organization of thesis is given to make the readers understand the content of thesis, they are consisting of five chapter:

**CHAPTER I** : The first chapter is introduction. It presents the research foundation including background of study, research focus, formulation of problems, the objectives of study, significance of the study, research methodology, and organization of the thesis.

**CHAPTER II** : Theoretical analysis, discuss about strategy teacher used in teaching English and language teaching.

**CHAPTER III** : Discuss about research location, data description. In this chapter also there are data about teachers' strategy in teaching English at MTs. Sulamul Huda Siwalan.

**CHAPTER IV** : Discussion. In this chapter discuss about the teachers' strategies, the dominant strategy applied by the teachers, and the application of strategies on students' English achievement in teaching English at MTs. Sulamul Huda Siwalan.

**CHAPTER V** : Conclusion and Recommendation.



## CHAPTER II THEORETICAL BACKGROUND AND PREVIOUS RESEARCH FINDING

### A. Theoretical Background

#### 1. Teaching Language

##### a. The Definition of Teaching

According to Brown, teaching is guiding and facilitates learning, enabling the learner to learn, setting the condition for learning. In another hand, it can defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge causing to know or understand.<sup>21</sup>

In other hand, teaching is increasingly complex work requiring the highest standards an energizing, purposeful, and imaginatively vital experience for all involved, developing youngsters' competence, confidence, and creativity as well as building positive attitudes to learn.<sup>22</sup>

Based on the statements above, teaching can be stated as an activity or process to help someone getting knowledge and learn to do something. And it includes a transmission of sciences, skills, and attitudes. The transmission is a process of systemizing, conditions, task material, and opportunities in order to help students acquire and construct new

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<sup>21</sup> Douglas Brown, *Principles of Language Learning and Teaching* (New York: Longman, 2000), 7.

<sup>22</sup> Teresa Cremin, *Teaching English Creatively*. (New York: Rutledge. 2009). 3.

knowledge conducted by organizing and managing someone's potential sources.

### **b. Teaching Language**

Language teaching can be defined as the activities which are intended to bring about language learning. Language teaching is more widely interpreted than instruction a language class. Formal instruction or methods of training are included self- study, computer assisted instruction, and the use of media.<sup>23</sup>

In other view, teaching Language is increasingly recognized as important by international organizations, governments, militaries, intelligence agencies, corporations, education systems, health systems, immigration and refugee services, migrant workers, bilingual families and students themselves.<sup>24</sup>

### **2. Component of Teaching Language**

In this case, there will presents three such component the teaching act of presenting and explaining new material, providing practice and testing.<sup>25</sup>

#### **a. Presenting and explaining new material**

##### **1) Presenting**

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<sup>23</sup> Ibid., 21.

<sup>24</sup> Michael H Long, the Hand Book of Language Teaching. (USA: Wiley – Blackwell. 2009).  
3.

<sup>25</sup> Penny Ur, a Course in Language Teaching Practice and Theory. (New York: Cambridge University Press.1996). 10 - 42.

The effective teacher presentation of new material in formal course is that they can help to activate and harness learners' attention, effort, intelligence, perception understanding, and conscious (metacognitive) learning strategies in order to enhance learning – again, something that does not necessarily happen in an immersion situation. The ability to mediate new material or instruct effectively is an essential teaching skill, it enables the teacher to facilitate learners' entry into and understanding of new material and thus promotes further learning.

## 2) Explanation and instruction

One particular kind of explanation that is very important in teaching is instruction: the directions that are given to introduce a learning task which entails some measure of independent study activity. The guidelines on giving effective explanation and instruction there are: prepare, make sure you have the class's full attention, present the information more than once, brief, illustrate with examples, and get feedback.

### b. Providing practice

Practice is activity through which language skill and knowledge are consolidated and thoroughly mastered. As much, it is arguably the most important of all the stages of learning, hence the most important classroom activity of the teacher is to initiate and manage activities that provide students with opportunities for effective practice.

Practice is usually carried out through procedures called exercise or activities. Exercise and activities may of course related to any aspect of language, their goal may be consolidation of the learning of a grammatical structure or the improvement of listening, speaking, reading or writing fluency or the memorization of vocabulary.

c. Testing

A test defined as an activity whose main purpose is to convey (usually to the tester) how well the tester knows or can do something. It is often conventionally assumed that tests are mostly used for assessment: the test gives a score which is assumed to define the level of knowledge of the tester.

The characteristic of a good test are validity and reliability. The validity is if the test what it is supposed to test. A particular kind of validity that concern most test designers is face validity. Meanwhile, reliability is a good test should give consistent result.<sup>26</sup>

### 3. The Principle of Language Teaching

Examples of teachers' principles cited by Breen are:<sup>27</sup>

- a. Selectively focus on the form of the language.
- b. Selectively focus on vocabulary or meaning.

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<sup>26</sup> Jeremy Harmer, the Practice of English Language Teaching Third Edition. (New York: Logman. 2008). 321.

<sup>27</sup> Jack C Richards, Curriculum Development in Language Teaching. (America: The Press Syndicate of the University of Cambridge. 2001). 217.



- c. Enable the learners to use the language.
- d. Address learners' mental – processing capacities.
- e. Take account of learners' affective involvement.
- f. Directly address learners' needs or interest.
- g. Monitor learner progress and provide feedback.
- h. Facilitate learner responsibility.
- i. Manage the lesson and the group.

#### **4. The Structure Curriculum in the Semester.**

English as a means of communication have an important role. In the context of education, English language serves as a means of development aspects of intellectual, social and emotional students as well as a means to success in learning the scientific field. Curriculum is developed based on the principle that students have their own unique potential to develop their competency to become religiously devoted bright, competitive, and responsible citizens. MTs. Sulamul Huda used curriculum 2006 (KTSP) in which students of MTs. Sulamul Huda should be able to make and convey to be more creative and practical in learning process which is suited with the characteristics of school, the region and the pupils.

Regulated learning burden on the burden of this provision is to learn system package on basic education. The burden of learning each subject in package system is expressed units in learning hours (JP), which consists of a JP – face activity 20 minutes, 15 minutes of structure assignment, and 10

minutes of unstructured activities independently. Face to face activities are learning activities that a process of interaction between learners with educators. Face the burden of learning activities is 6 hours of English lessons/ week.

Komponen	Kelas dan Alokasi Waktu		
	VII	VIII	IX
<b>• Mata Pelajaran</b>			
1. Fiqih	2	2	2
2. Imla'	1	1	1
3. Nahwu	-	2	2
4. Biologi	-	2	2
5. Tafsir	-	1	1
6. Conversation	1	-	-
7. Grammar	-	-	1
8. Tamrin lughoh	8	3	2
9. IPS	1	1	1
10. Mahfudhot	2	2	2
11. TIK Komputer	2	2	2
12. Matematika	4	4	4
13. Hadits	2	2	2
14. PPKN	1	1	1
15. Aqoid	2	2	2
16. IPA	2	2	2
17. Tarikh Islam	1	1	1
18. Bahasa Inggris	6	6	6
19. Bahasa Indonesia	5	5	5
20. Bahasa Jawa	1	1	1
21. Insya'	-	1	1
Jumlah	41	41	41

Calendar of education is setting the time for learning activities of students during the school year. Components calendar of educational, among other, the start of term, effective week of learning, effective learning time and rest periods. Beginning of the school year is the time of commencement of

studies at the beginning of the year at each educational unit and has determined that the beginning of the school year begins in July each year and ends in June next year.

Leave is the time set for learning activities are not held in the school calendar. May includes time off mid – semester break, the break between semesters, from the end of the lesson, religious holidays, public holidays including national holidays and special holiday. Holiday established by decision of the minister of national education or ministers of religious affairs in matters related to religious celebrations.

Completeness of learning is the achievement of competence after the students take part in learning. While the minimal completeness criteria (KKM) is the minimum achievement of competence in every aspect of assessment of subjects to be mastered by students. KKM is ideal for MTs. Sulamul Huda is 70.

Minimal completeness criteria were made based on average ability learners, the complexity of matter and the ability of school support resources. Minimum completeness criteria in each – each subject is expected to increase each year. The minimum completeness criteria (KKM) in MTs. Sulamul Huda has made by the school with the involvement of all stake holders there.

## 5. Definition of Strategy

### a. Definition

The word strategy comes from two ancient Greek roots: Stratos, meaning “multitude” or that which is spread out, and again, meaning “to lead” or we might say, to bring together.<sup>28</sup>

Meanwhile, the basic term of strategy is strategica meaning generalship or the art of war. More specifically, strategy involves the optimal management of troops, ships, or aircraft in a planned campaign. A different, but related word is tactic, which are tools to achieve the success of strategies. The two expressions share some basic implied characteristic: planning, competition, conscious manipulation, and movement toward a goal. In nonmilitary settings, the strategy concept has been applied to clearly non adversarial situation, where it has come to mean a plan, step, or conscious action toward achievement of an objective.<sup>29</sup>

It means strategies are the methods and activities that will be used to attain the goals.

### b. Teacher’s Strategy

Teaching strategies – are the ‘tools for teaching and learning’ that teachers have available to the students. In other hand, Teaching strategies are the tools that teachers have at their disposal to engage learners and

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<sup>28</sup> Ibid., 1.

<sup>29</sup> Rebecca L Oxford, *Language (Learning Strategies What Every Teacher Should Know)*. (Boston:Heinle & Heinle Publishers Massachusetts 02116).9.



enable learning objectives to be met via effective teaching and learning.<sup>30</sup> Teacher's strategy also defined a way to gain and retain a distractible student's attention and keep them from distracting other. It motivates the students to pay attention and prevents them from annoying other nearby.<sup>31</sup>

The goal of the strategic teacher is therefore simple indeed: to provide teachers with a repertoire of strategies they can use to meet today's high standards and reach the different learners in their classroom.

### c. Teacher's Strategies in Teaching Language

The different types of learning activities used by teachers can promote effective learning. The different of tasks, activities and experienced by teachers can usefully set up to facilitate pupil learning. Students' learning in school can be fostered in two main ways:<sup>32</sup>

#### 1) Teacher Exposition Strategies

Teacher exposition is the most central stock in trade of teaching and serves a number of functions and purposes, often inter-related. Teacher exposition can best be related learn learning by looking at its three main uses:

##### a) Making clear the structure and purpose of the learning experience.

One of the most important functions of exposition is to emphasize the essential elements of the learning in hand. There is a

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<sup>30</sup> Ibid., 45.

<sup>31</sup> Ibid., 2 - 3.

<sup>32</sup> Chris Kyriacou, *Effective Teaching in Schools Theory and Practice*.(Stanley Thorners Ltd 1997). 40 – 46.

tendency for teachers to create well established routines regarding the structure and organization of their lessons and to assume that most learning is self-evident in its purpose and nature. Another important function of teacher exposition is to induce the appropriate mental set towards the learning in hand, and in particular to elicit pupil motivation by either stimulating their interest and curiosity about the activity (intrinsic motivation) and/or by emphasizing its importance and usefulness and the need for success in terms of future attainment (extrinsic motivation).

b) Informing, describing and explaining

An emphasis on teacher exposition in a lesson tends to go hand in hand with a general approach towards teaching called 'expository teaching' or 'didactic teaching'. This is often contrasted with 'discovery learning'. In expository teaching, the teacher uses tasks to exemplify what learners have already been told about the subject matter. In discovery learning, pupils are given an opportunity to approach a problem and identify its significance before the teacher offers an explanation.

c) Using question, dialogue, and discussion to facilitate and explore learners learning.

The types of questions teachers use, one first needs to consider the type of thinking that the question is designed to promote. For

example, in terms of Bloom's categories of cognitive processes, it might be knowledge, comprehension, application, analysis, and evaluation.

The skills underlying effective questioning, five key aspects stand out: quality, targeting, interacting, feedback, and extending pupils' thinking.

(1) Quality of question

The quality of the question itself, in terms of clarity and appropriateness for meeting its intended function, is clearly of importance. In part, this depends on the teacher's ability to take account of the learner's perspective when asking the question. According to Gall in some classrooms over half of class time is taken up with question and answer exchanges.<sup>33</sup> That questioning is one of the most common techniques used by teachers.

(2) The targeting of question

The targeting of questions refers to the way in which teachers select learners to answer. Of major importance here is the need to distribute questions to as many learners as possible, and certainly not to focus on volunteers.

(3) Interacting

Interacting refers to the techniques used by teachers to deliver questions and to respond to learners. They involve making use of eye

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<sup>33</sup> Ibid., 185.

contact, the manner, and tone of voice used and the use of pauses to give learners thinking time, the use of prompting to help learners in difficulties, and using follow-up questions or points to enable and encourage learners to elaborate or improve the quality of their initial answer.

Meanwhile, the ability to make appropriate interactive decision is clearly an essential teaching skill. Since interactive decisions enable teachers to assess students' response to teach and to modify their instruction in order to provide optimal support for learning. There are number of components to an happening decision: monitoring one' teaching and evaluating what is happening at a particular point in the lesson, recognizing that a number of different courses of action are possible, selecting a particular course of action, evaluating the consequences of the choice.<sup>34</sup>

#### (4) Feedback

The role of feedback concerns the effect on learners of the teacher's use of questions. Answering questions is often a high-risk and emotionally charged activity, In order to protect a pupil's self-esteem and develop pupil self-confidence the teacher needs to ensure that questioning takes place in an encouraging and supportive atmosphere.

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<sup>34</sup> Jack C Richard, *Reflective Teaching in Second Language Classrooms*. (New York: Cambridge University Press. 1996). 83.



In other view, Quality of feedback is an important issue for quality assessors, external examiners and, of course, students. As discussed in the introduction, the tension between audiences is part of the problem in providing feedback both for accountability and the development of student learning.

According to Knight, Feedback should identify the strengths and weaknesses of the work or performance such that students can reflect on the comments and move forward. To be useful to students it needs to be given at a time when it can be used for development purposes and also needs to be detailed and specific enough to be of use and written in a way that promotes the transfer and application of skills and knowledge to other contexts.<sup>35</sup>

## 2) Academic Work Strategies

Academic work refers to the academic tasks, activities, and experience used by teacher usually related with teacher exposition. It is thus important that teachers employ both direct and indirect instruction and both high and low risk/cost tasks. There are six main categories of Academic work employed by teachers to complement teacher exposition. These will now be considered in turn:

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<sup>35</sup> Ibid., 66.

a) Investigational work

Investigational work refers to those activities where learners are given a degree of initiative, autonomy and responsibility towards planning and conducting their own learning in order to investigate some topic or task set by the teacher. The essential ingredient of genuine investigational work is that it involves a degree of problem solving and/or discovery learning, which is in part or totally independent of teacher support. One of the key skills of effective teaching in this context is indeed to encourage pupils to explore their own ideas. A particularly interesting development in a number of schools is the use of resource centers to support investigational work. Such centers have tended to develop from their original function as school libraries to include a whole range of materials and equipment (such as ICT packages, internet sources, video and audio tapes, slides and photographs, objects, and self-access learning packs, E – Learning is the use of online technologies such as blogs, email, discussion boards).

b) Individualized program of work

Individualized program of work refer to a substantial piece or course of academic work which the learners is able to undertake on an individual basis. Three main types of individualized program commonly used in schools are project work, computer-based learning program, and schemes based on structured word cards and booklets.

Furthermore, individual work or seatwork is generally the second most frequently used teaching pattern in classrooms. It include such activities as completing worksheets, reading a comprehension passage and answering questions, doing exercises from a text or workbook and composition and easy writing.<sup>36</sup>

It means individual work is each student in the class work individually on a task without interacting with peers or without public interaction with the teacher.

c) Experiential learning

The term ‘experiential learning’ refers to the use of activities such as role playing, or direct experiences such as spending time working in a local firm, which are used by teachers to help learners better understand, both intellectually and emotionally, the issue being explored. The most common example of experiential learning are: role play (utilizing drama, simulation activities and games), watching plays performed in the school by professional acting groups, viewing films or video that focus on particular person’s perspective, direct experiences.

According to Piaget described the four stages in the now familiar cycle of experiential development of concrete experience, reflective observation, abstract conceptualization, and active experiment. The cycle requires learners to be actively involved in the process of learning.

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<sup>36</sup> Ibid., 149.

This approach to learning is contrasted to the traditional lecture and seminar, where knowledge is delivered and explained, before students put this knowledge to use and practices their ability to apply it to factual hypotheses.<sup>37</sup>

#### d) Small group

Small group work refers to academic tasks and activities undertaken by a group of learners, which involves some degree of discussion, reflection, and collaboration. There are two main types of small group work. The first is where the learners are given a specific task to achieve. The second is where pupils are asked to explore an issue through information gathering and discussion. Indeed, small group the strategy that make them study easily but actually there are some disadvantage: <sup>38</sup> students might go off task, students might get noisy, and students might use their own language.

### 6. Teacher's Strategies in Teaching English

There are best approaches for particular circumstance has mentioned earlier. In addition, to be a professional and an effective ESL teacher, one must be aware of the different theories and approaches that have developed. Most effective teachers choose from a number of

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<sup>37</sup> Roger Burridge et al, *Effective Learning & Teaching in Law*. (London: The Institute for Learning and Teaching in Higher Education. 2002). 25 – 26.

<sup>38</sup> Lucy Pollard, *Lucy Pollard's Guide cto Teaching English*. (London: Lucy Pollard All Rights Reserved. 2008). 10.



approaches, methods, and technique to create learning environment that fits the need of their students.

#### **a. Direct Teaching Strategies**

##### **1) Definition of Direct Teaching Strategies**

According to Steven Direct teaching strategy is kind of teaching strategies that is teacher centered and the teacher here should make a belief that her/ his students are involved inside of its teaching strategy and also focus of students on academic tasks. In direct instruction, teachers are actively involved with teacher presentation, demonstration, drilling, and guided practice, immediate feedback, and correction are all key elements.

Drill is any repetition of a short chunk of language. There are a number of ways of highlighting the spoken form of the word essentially these are; listening drill, oral drilling, and board work. Having established the meaning of a new word the teacher can model it using listening drill.<sup>39</sup>

The teacher was obvious and explicit and tied to clearly identified content or skills. The direct instruction more detailed discussion on how to plan for, conduct, manage, and evaluate direct instruction lesson. Direct instruction also learning environment

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<sup>39</sup> Scoot Thornbury, how to teach vocabulary. (UK: Bluestone Press. 2002). 85.

focuses mainly on academic learning tasks and aims at keeping students actively engaged.

## 2) Characteristics of Direct strategies

Direct instruction lessons conclude with extended practice and the transfer of skills. The five phases of the direct instruction model are:

- a) Clarify goal and establish set where the teacher gains students' attention and ensures they are ready to learn by going over goals for the lesson, giving background information and explaining why the lesson is important.
- b) Demonstrate knowledge or skill where the teacher demonstrate the skill correctly or present step by step information.
- c) Provide guide practice where the teacher structure initial practice.
- d) Check for understanding and provide feedback where the teacher checks to see if students are performing correctly and provides feedback.
- e) Provide extended practice and transfer where the teacher sets conditions for extended practice with attention to transfer of the skill to more complex situation.

## 3) The Role of Teacher and Learners

The teacher design lessons aimed at accomplishing predetermined standards and goals, use procedures that support

acquisition of specified knowledge and skills. While the learners role is the learners often passive in roles listening to teachers or reading, practicing teacher specified skills.<sup>40</sup>

## **b. Cooperative Language Strategies**

### **1) Definition of Cooperative Learning Strategies**

The cooperative learning model is characterized by cooperative task, goal, and reward structures. Addition according to Gillies, the teaching cooperative skills include praising other, asking for help and giving and receiving suggestion.<sup>41</sup> Students in cooperative learning situation are encouraged and required to work together on common task and they must coordinate their efforts to complete the task.

In addition, according to Johnson that one of the important aspects of cooperative learning is that while helping promote cooperative behavior and better group relations among students, it simultaneously helps students with their academic achievement in learning process.

### **2) Characterized of Cooperative Learning Strategy**

According to Arends cooperative learning lessons can be characteristics by the following features:

a) Students work in teams to master learning goals.

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<sup>40</sup> Richard I Arends, Learning To Teach Ninth Edition, (New York: McGraw – Hill. 2007). 262.

<sup>41</sup> Ibid, 358.

- b) Teams are made up of high, average, and low achieving students.
- c) Whenever possible, teams include a racial, cultural and gender mix.
- d) Reward systems are oriented to the group as well as the individual.

Cooperative language learning also called collaborative language strategies and interactive language strategies.

a) An interactive language strategy

An interactive strategy refers to the interaction between the teacher and learners and amongst the learners in the classroom and the interaction focused on the language used by the teacher and learners. Descriptions of classroom interaction focused initially on the language used by the teacher especially teacher questions and the learner responses elicited, teachers' feedback and opportunities for learners to engage in language production. According Krashen have argued that when second language learners interact focusing on meaningful tasks or exchanges of information, then each learner receives comprehensible input from his or her conversational partner, chance to ask for clarification as well as feedback on his or her output, adjustment of the input to match the level of the learner's comprehension, the opportunity to develop



new structure and conversational patterns through this process of interaction.<sup>42</sup>

The most outstanding teachers have a variety of instructional techniques in their repertoire such as question and answer, class discussions, fishbowls or small group, music, dramatization, card sorts and oral presentation.<sup>43</sup>

#### b) Collaborative language strategies

Collaborative strategies are language learning that is authentic and genuine and takes place between two or more people and cooperative learning is the most frequent application of this strategy.

These strategies give the students chances for greater independence because the students are working together without the teacher controlling they take some of their own learning decisions what language to use to complete a certain task.<sup>44</sup>

The strengths is when students are interacting in group, they are required to use authentic and fairly fluent communications skill which prepare them for the actual communication skills they will need in real life. Meanwhile, the weaknesses is for group

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<sup>42</sup> Ibid., 121

<sup>43</sup> Ronald L Partin, *The Classroom Teacher's Survival Guide*. (San Francisco: Jossey Bass. 2009). 183.

<sup>44</sup> Jeremy Harmer, *How to Teach English New Edition with DVD*. (England: Pearson Education Limited. 2007 ). 43.

work to be successful, it must be carefully planned. A weakness in this method is that some teachers may just put students in groups without planning and find that the groups are not particularly successful. Some students may resist cooperative work if they do not understand the purpose.<sup>45</sup>

### 3) Classroom Implication

#### a) Group work

Cooperative learning offers second language teachers many ideas for how they can go beyond merely asking students to work together in pairs or groups. In this chance there are two techniques: snowball and building community. According to Kerney Snowball is a useful cooperative learning technique because each member works alone first and then presents to the group, thus students are discouraged from either doing nothing or the opposite, attempting to dominate the group. Meanwhile, the important factors in successful collaboration are feelings of caring, trust, and safety. Students are more likely to ask for help. Take risks, and share with others in an atmosphere in which people care about, respect and protect one another.

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<sup>45</sup> Deborah L Norland, a Kaleidoscope of Models and Strategies for Teaching English To Speaker Of Other Languages. (America: Libraries Unlimited. 2006). 21.

## b) The Structure Approach

Some structures have goals for increasing student acquisition of academic content; other structures are designed to teach social or group skills. Think-pair-share and numbered heads together.

### (1) Think – Pair Share

It challenges the assumption that all recitations or discussions need to be held in whole-group settings, and it has built-in procedures for giving students more time to think and to respond and to help each other. The teacher now wants students to consider more fully what she has explained. She chooses to use the think-pair-share strategy rather than whole-group question and answer.

### (2) Numbered Heads Together

Instead of directing questions to the whole class, teachers use the following four-step structure:

- (a) Numbering: Teachers divide students into three- to five-member teams and have them number off so each student on the team has a different number between 1 and 5.

- (b) Questioning: Teachers ask students a question.
- (c) Heads Together: Students put their heads together to figure out and make sure everyone knows the answer.
- (d) Answering: The teacher calls a number and students from each group with that number raise their hands and provide answers to the whole class.<sup>46</sup>

#### 4) Role of Teachers

When teachers use a cooperative strategies to second language education they will usually:

- a) Be observer, noticing such phenomena as how well students are working together, their understanding of the materials and the process by which they are going about their work.
- b) Participate in work similar to what students are doing, either alone or as a group member.
- c) Give students space to try to learn on their own. The way that most teachers use group activities is to first give some teacher input and then have a group activity in which students use in some way what the teacher has taught.

#### 5) Role of Learners

According to Jacobs possible role include:

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<sup>46</sup> Ibid.,325



- a) Facilitator – keep the group on task and checks that everyone knows what the instructions.
- b) Time keeper
- c) Checker – check to see that all group members have understood.
- d) Encourager- encourages everyone to participate and leads the celebration of success.
- e) Recorder – keep notes on what the group discussed.
- f) Reporter – report the group’s work to other groups or the whole of class.<sup>47</sup>

### **c. Learner Centered Strategies**

#### **1) Definition learner centered strategies**

In general, a learner centered strategy focuses on the background, needs, and expectation of students to create a more effective, authentic, and focused language learning environment. In other hand, learner centered strategy also based on a belief that learners will bring to the learning situation different beliefs and attitude about the nature of language and language learning and that these beliefs and attitudes need to be taken into consideration in the selection of content and learning experiences.<sup>48</sup>

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<sup>47</sup> Thomas S C Farrell, *Essentials for Successful English Language Teaching*. (London: Continuum International Publishing Group. 2010). 39-40.

<sup>48</sup> David Nunan, *Language Teaching Methodology a textbook for teachers*. (Sydney: Prentice Hall). 178.

Learner centered instruction includes:<sup>49</sup>

- a) Technique that focuses on or account for learners' needs, style, and goal.
- b) Technique that give some control to the student.
- c) Curricula that include the consultation and input of students and that do not presuppose objectives in advance.
- d) Technique that allow for students creativity and innovation.
- e) Technique that enhance a student's sense of competence and self-worth.

## 2) The Characteristic of Learner Centered Strategies

Learners centered teaching focuses attention directly on learning. These focuses include what the learner is learning, how the learner is learning, and the conditions under which the student is learning. Some characteristic of learner centered teaching are sated by Weimer:<sup>50</sup>

- a) Teacher do learning tasks less

In teaching process the teacher should manage their talk time.

In learners centered strategies, teacher do minimum talk time. The aim is to stimulate students to understand the lesson by themselves.

So, the teacher plays as facilitator for the student.

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<sup>49</sup> H Douglas Brown, teaching by principles an interactive approach to language pedagogy second edition. (New York: Longman. 2007). 47.

<sup>50</sup> Maryellen Weimer, Learner Centered Teaching. (San Francisco: Jossey Bass.2002). 82-85.

b) Students do more discovering

This characteristic is related with the first characteristics. By the teacher do minimum talk time, so the learner needs to be more active in discovering the lessons. Students have more extra time to do the activity individually or by group rather just sitting to listen to what the teacher explains.

c) Teachers do more design work

Teacher do more design work means the teacher should reconsider about what the activity used in teaching process. The teacher should create effective activities which elaborates learner to be more active. So planning of the lesson becomes an important thing for the teacher in designing a good activity for the students.

**3) Role of Teacher**

Teacher as instructors who guide and facilitate learning, the teachers find ways to activate learners for they know that learning requires active engagement between the subject and the object matter.

**B. Previous Research Finding**

The idea of teachers' strategy in teaching English has been researched by some the researcher. The first was conducted by Tutut entitled A Study on the Strategies of Native Speaker Teacher in Teaching as Foreign Language Students at SMAN 1 Ngunut.

She was believed that the native speakers are capable language teachers. They are considered more knowledgeable about the cultural connotations of their mother tongue and as the arbiters of the acceptability of any instances of the language. In other hand, she interested to conduct the research in SMAN 1 Ngunut because in that school has a native speaker as the volunteer teacher of English subject.

This research found the result of the study based on the research problem stated by her. It presented two main points of her research are the strategies of native speaker teacher and the implementation that strategies in teaching English. The native speaker teacher used two kinds of teaching strategy of her English classroom they were direct teaching strategy and cooperative teaching strategy. Both of them can support to each other, so that it can create a classroom environment was having good atmosphere by well integrated teaching strategies and can reach the learning goal effectively.

This research also has the similarities and the differences with this thesis. The similarities between thesis and this research is both of them discuss about the teacher's strategy in teaching English. The difference between them is the strategy in teaching English direct conducted by native speaker teacher and this



research appeared about the strategy in teaching English who conducted by non native speaker teacher.<sup>51</sup>

Second, the research under the untitled “ A Descriptive Study on Strategies Used in Teaching Reading Comprehension at The Seventh Grade Students of SMP Terpadu Ponorogo in Academic Year 2011 – 2012 by Indah Tri Lestari”. She was interested to conduct this research because most of the students fell difficult to learn English especially on reading comprehension in reading text because there are differences between strategies to understand contents and definition of word in learning English. It is need any time to practice and to always try. Then the findings of her research which concerned to the problem those are the strategy applied by the teacher related to the students’ comprehension in reading and also to know the advantage and disadvantage of the strategy applied by the teacher.

The result of the study found out that the English teacher mostly applied K-W-L and model of interactive strategy in teaching reading comprehension. The K-W-L strategy is effectively used to teach descriptive text and the model of interactive strategy is used to teach procedure text.

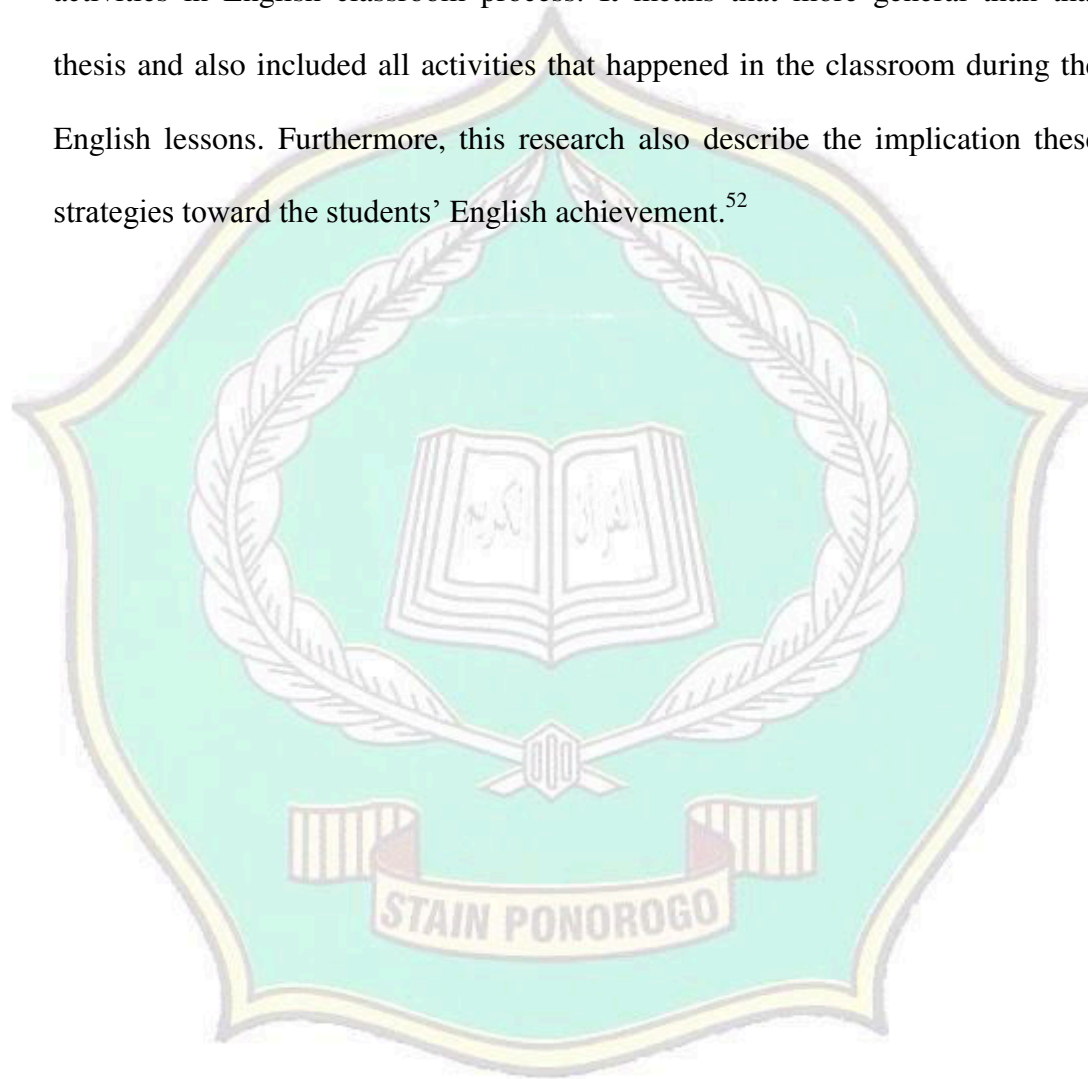
This thesis also has the similarities and the differences with this research.

The similarities between thesis and this research is both of them discuss about the

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<sup>51</sup> Purwatiningsih Tutut, A Study on The Strategies of Native Speaker Teacher in Teaching English for English as Foreign Language Students in academic year 2014- 2015. Thesis graduating (Tulungagung: IAIN Tulungagung, 2014). Accessed on 4<sup>th</sup> march 2016.

teacher's strategy in teaching English classroom. The difference between them is the thesis only focuses in reading comprehension skill it mean only specific skill of English lesson and this research will been appeared the strategy of all activities in English classroom process. It means that more general than that thesis and also included all activities that happened in the classroom during the English lessons. Furthermore, this research also describe the implication these strategies toward the students' English achievement.<sup>52</sup>



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<sup>52</sup> Indah Tri Lestari, A Descriptive Study on Strategies Used in Teaching Reading Comprehension at Seventh Grade Students of SMP Terpadu. Thesis graduating (Ponorogo: STAIN Ponorogo. 2011 - 2012). Accessed on 8<sup>th</sup> May 2016.

## **CHAPTER III**

### **RESEARCH FINDING**

#### **A. Research Location**

##### **1. The history of MTs. Sulamul Huda Siwalan**

Sulamul Huda Islamic boarding school was established on January 6, 1977. Sulamul Huda Islamic boarding school is educational institutions that protected under the Islamic Education Foundation (YPI) Siwalan. Since its establishment, the agency seeks to help the surrounding community in particular and society of Indonesia in general, in the field of education and religious instruction and general balances, which is expected to form a figure that Kamil, a human being who has the ability of science and technology (science and technology), at the same faith and fear (imtak).

At this time the boarding school Sulamul Huda has developed education and teaching through 5 educational institutions, namely: 1) Madrasah Aliyah (MA), 2) MTs (MTs), 3) Government Elementary School Diniyah (MI), 4) Madrasah Taman Pendidikan Al -Qur'an (TPQ) and 5) Kindergarten (TK). Sulamul Huda Islamic boarding school, at the age of 14 years continues to strive to improve and develop themselves in various fields working on better education, teaching and community. The fields working among other things: 1) Development of Quality Education and Teaching, 2) Skills Development and skills, 3) Business Development and teachers

independent, 4) Empowerment of socio-community, 5) the development of construction and so on.<sup>53</sup>

## 2. Geographical Location of MTs. Sulamul Huda Siwalan

Situation of education institution in beneficial place, as one of support for fluency of learning and education process, it could get from geography location of the school that beneficial.

MTS Sulamul Huda Siwalan located at:<sup>54</sup>

Street : Kalimantan RT. 01, RW. 02 sub village Siwalan 1

Village : Siwalan

Sub district : Mlarak

Regency : Ponorogo

Province : East Java

Geographically, MTs. Sulamul Huda located in strategies area, because this school not near with road. Environment in this school very comfortable, don't be noise and also can support to study.<sup>55</sup>

## 3. School Profile

MTs. Sulamul Huda Siwalan is education institution was built on 1993 under protection Islamic boarding school of Sulamul Huda Siwalan. It has A as accreditation grade in 2011 years. It statistic number is 121.23.50.20.029. The head

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<sup>53</sup> Look at transcript of documentation number: 01/D/16-3/2016 in appendix this result of this research.

<sup>54</sup> Ibid.

<sup>55</sup> Look at transcript of observation number: 01/O/16-3/2016 in appendix this result of this research.



master of MTs. Sulamul Huda is Mr. Moh. Sangidun M.Pd.I. Its address is Kalimantan street RT. 01, RW. II Siwalan Mlarak Ponorogo. The phone number of school is 0352311330.

#### **4. Vision and mission of MTs. Sulamul Huda Siwalan**

##### a. Vision cottage

The central of nursery individual that is religious can able in science and technology as well as ready to call people in the community.

##### b. Mission cottage

- 1) Improving the practice of religious teachings in our daily lives in order to realize the quality of faith and devotion to God Almighty and the good attitude.
- 2) Realizing human resources knowledge spacious, nationality insight.
- 3) Improving the balance of service to the community by embodying an independent professional skilled labor and entrepreneurial spirit.
- 4) Realizing trustworthy leadership, professional and spirited sincerity, simplicity, ability helping ourselves, ukhuwah diniyah, free-spirited and ready to preach.<sup>56</sup>

#### **5. Organization structure of MTs. Sulamul Huda Siwalan**

The existence of organization structure in an association or institution is very important. This will help implementation of programs that have been planned easier. So the tasks each member can run smoothly and works

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<sup>56</sup> Look at transcript of documentation number: 02/D/16-3/2016 in appendix this result of this research.

mechanism can be detected easily. The organizational of MTS Sulamul Huda can be seen clearly in appendixes.<sup>57</sup>

## 6. The infrastructure of MTs. Sulamul Huda

The infra structure in MTs. Sulamul Huda Siwalan are very important in supporting learning process well. So if the school be able to give the significance infrastructures the learning process will be success. There are some infrastructures of MTs. Sulamul Huda Siwalan mentioned below.<sup>58</sup>

Room Number	Total	Weigh (M <sup>2</sup> )	Condition
Class	10	1400	6 Good, 4 Medium
Computer Lab	1	86	There are 28 cores Pentium computer tuduo, 8 damaged, 20 goods.
Library	1	86	Lack shelf and books
Music studio	1	18	Built
Temperature FM radio Studio	1	12	Good
UKS	1	24	Lack of equipment P3K
Skills	1	24	Some damaged equipment
The office of headmaster	1	24	Good
The office of master	1	24	Good
The hostel	2	142	Hostel men use the classroom and the hostel female used that was built in the 1900s, state and leaks damaged.
Dormitory master	2	36	Self

<sup>57</sup> Look at transcript of documentation number: 03/D/16-3/2016 in appendix this result of this research.

<sup>58</sup> Look at transcript of documentation number: 04/D/16-3/2016 in appendix this result of this research.

Lab language	1	24	Damaged
Mosque	1	24	Self
Bathroom	4	32	Damaged
Shop	1	12	Self
Kitchen	1	24	Self

## 7. Condition of students, teacher and staff of MTs. Sulamul Huda Siwalan

### a. Condition of students at MTs. Sulamul Huda Siwalan

The total students In MTs. Sulamul Huda are 165 students because every year increasingly. The students of MTs. sulamul Huda Siwalan are accord with the system grouping into two parts. There are regular class and integrated class. In the regular class consist of 37 students for VII grade, for VIII and X grade about 22 until 25 students.

Meanwhile, for integrated class it consist 12 students for VII grade, 15 students for VIII grade and 12 students for X grade. It presented clearly in documentation transcript.<sup>59</sup>

### b. Condition of teacher at MTs. Sulamul Huda Siwalan

Teachers have an important role in an educational institution. Teacher is the most powerful person in the classroom. That is why teachers become the center of attention because a big role in any effort to improve the quality of the learning process and learning outcomes.

The numbers of the teachers who teach in Islamic boarding school of Sulamul Huda Siwalan are 29 persons of permanent teachers. It also there

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<sup>59</sup> Look at transcript of documentation number: 05/D/16-3/2016 in appendix this result of this research.

are 3 persons who teach English at MTs. Sulamul Huda Siwalan. To understand the situation of teachers in MTs. Sulamul Huda Siwalan it is presented clearly in document transcript.<sup>60</sup>

c. Condition of staff at MTs. Sulamul Huda Siwalan

The staffs at MTs. Sulamul Huda Siwalan are two persons. One staff is Mrs. Aning as staff of MA Sulamul Huda Siwalan and one person is Mrs. Diana as staff of MTs. Sulamul Huda Siwalan.<sup>61</sup>

## **B. Data Descriptive**

### **1. Teachers' strategies in teaching English of MTs. Sulamul Huda**

A strategy is main factor that influent in the process of teaching and learning. The teacher will produce the good result in learning with a good strategy. A good teacher always improves an effective strategy of teaching.

Researcher found in the interview that Mrs. Fori, Mr. Ali, and Mrs. Lilik have same arguments.

Mrs. Fori said, "Most of the students find difficulty in speaking and writing skills absolutely less confident to communicate by using English language. They feel limits about vocabulary so that I use drill, repeating strategy and also guide them directly for delivering materials. Those are appropriate to recognize the vocabulary. Before begin the materials, I always give some vocabularies to them. To increase their confidence I use telling strategy with individual work or sometime group work to perform in front of the class."<sup>62</sup>

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<sup>60</sup> Look at transcript of documentation number: 06/D/16-3/2016 in appendix this result of this research.

<sup>61</sup> Look at interview with Mrs. Lusi transcript number: 01/I/ 22-3/2016 in appendix this result of this research.

<sup>62</sup> Look at Interview Transcript number: 01/1-W/F-1/15-III/2016 in appendixes of this thesis.



According to Mrs. Fori the strategies should be applied by considering the students' abilities. Most of her students get difficulty English subject, absolutely she should apply various strategies which the appropriate to her students during English learning process. The strategies are drilling, guide directly, communicative, and individual work strategy. By using the various strategies, it is hoped they get enjoyable in their learning.

Some Strategies in Teaching English at MTs. Sulamul Huda Siwalan:

a. Drilling Strategy

This strategy is used to develop students' vocabularies mastery because the first goal for students in English program is they can practice their English language in daily activities. To reach the goal, the teacher use drilling strategy to comprehend the vocabularies. This is the result of my interview with the English teacher. Many strategies are used by English teacher as Mr. Ali says that:

“To comprehend the vocabulary and grammar I use drilling strategy. By using this strategy, the students can memorize the word easily. To overcome the lack of confidence in the students' speaking and writing skills, I use this strategy to motivate and refresh vocabulary before starting the lesson.”<sup>63</sup>

Mrs. Fori also says that:

“.....almost every day (frequently) I conduct the drill strategy to comprehend vocabularies and also to emphasize the good pronunciation in the English classroom activity.”<sup>64</sup>

<sup>63</sup> Look at Interview Transcript number: 4/2-W/F-1/16-III/2016 in appendixes of this thesis

<sup>64</sup> Look at Transcript of Interview number: 1/1-W/F-1/15 - III/2016 in appendixes of this thesis

The students get the lack of confident in speaking and writing skill. To comprehend the vocabularies, the teachers use drilling strategy. This strategy can help the students easily. The teachers use strategy by giving the motivation to refresh the vocabularies before begin the lesson. This strategy not only comprehends the vocabularies but also emphasizes how to correct pronunciation.

The class activity as follow<sup>65</sup>, before the teachers give the new word to the students, the teacher often review about the last word that have learned yesterday. The words such as: cut, small peace, finally, piper, garlic, and bake. The vocabularies relate to the materials about the procedure text “How to Make Fried rice”. In this strategy the teachers pronounce the words one by one by emphasizing the correct pronunciation. Then the students repeat until it is correct. If the students still make mistakes in their pronouncing the word, the teachers will repeat it slowly. After they give the vocabularies, the teachers also give the meaning of those words. The teachers do not give meaning directly but they explain it by using synonym, gesture, and make the sentence. Here the teachers make the students to be creative in finding the meaning individually.

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<sup>65</sup> Look at the document picture : 1/D/15 - III/2016 in appendixes of this thesis

This strategy can make the students enthusiastic during teaching learning process. This is the result of my interview with Anti as student.

Anti says that:

“yacch,, I feel comfortable in the class. Sometime the teacher uses drilling, repeating strategy and also guided us directly during classroom activity. The teacher explains directly in delivering the materials and helps us when we find difficulty in the materials. The teacher asks us to repeat what the teacher says.”<sup>66</sup>

The Drilling strategy can make the students feel comfortable during teaching learning process. By using drilling strategy the students can memorize the word easily.

#### b. Direct Teaching Strategy

This strategy aimed to develop students’ skills, especially their comprehension about the target language. The teachers explain in detail about the instruction and also guide the students during learning process directly.

According to Mrs. Fori that:

“The first phase I always review the last materials. Then, I explain the new material in detail explanation. I also involve the student in our interaction by giving question. This strategy can help the students to comprehend the lesson”<sup>67</sup>

Not more different with Mrs. Fori says, Ilham as the students says:

“Yes, sure...before the teacher gives the materials, the teacher asks us to memorize the daily vocabularies in front of the class, if we do not memorize it, absolutely the teacher gives the punishment to us. Then the

<sup>66</sup> Look at Interview Transcript number: 10/4-W/F-1/22-III/2016 in appendixes of this thesis

<sup>67</sup> Look at Interview Transcript number: 2/1-W/F-2/2-IV/2016 in appendixes of this thesis

teacher teaches the materials in detail directly also guides us if we get difficult to understand especially about the meaning”.<sup>68</sup>

The implementation of strategy, the teaching learning process is conducted by three stages. There are pre-activity, whilst activity and post activity. Based on the researcher’s observation, the researcher gets the information about this strategy in teaching learning process, especially in the pre-activities.

“Before beginning the lesson, the teachers always give question for intermezzo with their students and make them to be discipline by arranging the desk into good position sit. Then the teachers begin the lesson by greeting and checking the students’ attendance list. Then the teachers review the last materials that will be presented by asking them together. After that, in every English pre-activity, the teachers also engage the brain storming activity in the form of word of the day in order to enrich the students’ vocabulary acquisition and also give the questions directly to them. It is conducted to make students to focus to the material. Besides, the teacher also convey the example by showing three questions, such as do you have favorite food? All students directly respond and give different answers. Then the teachers ask again do you like fried rice? Some students answer yes another answer no. The last question is how to make fried rice? But actually some students still confuse to answer that question. The teachers guide them how to make fried rice step by step together directly.”<sup>69</sup>

Data of this research are supported interview with Mrs. Lilik. Mrs.

Lilik describes the activities in the pre- classroom as follow:

“.....To know their comprehension, I usually review the materials before giving the new materials. Sometimes, I give the question one by one and also together. In addition, before delivering the materials, I often give detail instruction in order to they do not confuse”.<sup>70</sup>

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<sup>68</sup> Look at Interview Transcript number: 11/5-W/F-1/2-IV/2016 in appendixes of this thesis

<sup>69</sup> Look at Observation Transcript number: 1/1- O/22 - III/2016 in appendixes of this thesis.

<sup>70</sup> Look at Transcript of Interview number: 8/3-W/F-2/06 - IV/2016 in appendixes of this



In pre-activity, some activities are done by the teachers before teaching and learning process such as greeting and apperception. The teachers begin the teaching process by greeting the students. Furthermore, the students are given motivation in order to enjoy in teaching learning process by giving some intermezzo question. Apperception is given to stimulate the students' prior knowledge by asking them some question related to the materials. The activity was called brain storming activity. The teachers give the stimulus to catch the material before giving new materials.

The next step is main activity. The result of researcher's observation when teaching learning process at Mrs. Fori's class the researcher get information as follow.

“ In this matter, the teacher guides all the material about procedure text step by step and asks one by one about her explanation to know their understanding about the materials, especially about” how to make fried rice?”. The teacher explains the definition, the structure, and also the objective of procedure text.<sup>71</sup>

In this activity the teacher prepares the materials. The teacher explains about procedure text “How to Make Fried Rice”. The teacher gives detail explanation, such as the definition, the structure, and objective of the procedure text. Then, the teacher guides the students about the procedure text. The teacher involves the students' participation by giving the question related to the materials. Then, the teacher give instruction the

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<sup>71</sup> Look at Transcript of Observation number: 2/O/24 - III/2016 in appendixes of this thesis

student to comprehension deeply about the materials and gives new assignment to make the procedure text based on the students' favorite food.

In the last activities, the teacher summarizes the learning process and also gives feedback or correction to the students. The feedback is gives directly, so the students know their mistakes and another student do not get the mistakes again.

The data of this research supported by interview with Mrs. Fori She said that:

“Direct feedback or correction during the teaching learning activities is very important because the student will know their mistakes and repair it. In addition, the other students can learn from their mistakes and they do not repeat the mistakes again, especially their vocabularies and their pronunciation”.<sup>72</sup>

In the application of direct strategies can support the students in teaching learning process because students tend to be less active in the class. This strategy can help the teachers to guide them step by step when deliver the materials during teaching learning process. The teachers ask the student to participate in the classroom. This strategy is more appropriate to use in teaching English.

#### c. Individual Work Strategy

Individual work strategy is become a technique to measure the students' comprehension about the materials. This strategy is to evaluate

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<sup>72</sup> Look at Transcript of Interview number: 1/1-W/F-1/15 - III/2016 in appendixes of this thesis

after teaching learning process. The teachers of MTs. Sulamul Huda always use this strategy to measure their comprehension.

Mrs. Fori said that:

“After learning process I ask them to solve the problem together and also give many question them, to know their understanding I measured with individual test to practice in front of the class”.<sup>73</sup>

Like a student’s statements, wahyu said that:

“My teacher is very amazing although she little bit cruel I mean she is cleaver teacher, her explanation very nice. We feel not bored. She always apply different strategies every meeting, the most often strategies applied by her are direct and instruction explanation. After that become individual work to discuss assessment”.<sup>74</sup>

In the class activities as follow;<sup>75</sup> after the teacher detail explanation the teacher gives assessment in individual work. It is each student makes the procedure text based on the students’ favorite food. After finish the job the teacher asks the students to perform in front of the class one by one. When they perform the teacher give feedbacks and correction directly such as the pronunciation, the structure, and the purpose of procedure text. The most mistakes are done by the students is the students’ pronunciation.

Furthermore, the students did not know how to translate in English language. There are some students who mix the Indonesian language. Besides, some students did not be confident on their selves. Some the

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<sup>73</sup> Look at Interview Transcript number: 2/1-W/F-2/22-I11/2016 in appendixes of this thesis

<sup>74</sup> Look at Interview Transcript number: 012/6-W/F-2/22-III/2016 in appendixes of this thesis

<sup>75</sup> Look at the Document Picture: 03/D/ /16-III/2016 in appendixes of this thesis

student becomes shy to speak English language and they got be afraid if they got the mistakes.

d. Cooperative Strategy

Cooperative strategy is strategy by making the students a small group. This strategy is they can exchange their knowledge and experiment to each other. They can help other in this strategy. This also can encourage students to improve academic achievement. This activity called the collaborative strategies.

Mrs. Lilik as a teacher of VIII B also said that:

“I always mix the strategies for each meeting. The most strategy I used is cooperative strategies in collaborative because most of my students feel bored easily in English class. I assume that teaching strategy usually is implemented, because this strategy can influence the students’ motivation and can make them enjoy in study.”<sup>76</sup>

The results of interviews by using this strategy the students do not feel bored. Most of students feel enthusiastic. This strategy can also give motivation and can make enjoy about the application of this strategy. The students are more active to participate in the class.

Mr. Ali support with her statements:

“Also I use strategy collaborative for them to exchange their experiences from various different their competence”. With collaborative strategies they can help to each other and also teamwork”<sup>77</sup>.

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<sup>76</sup>Look at Interview Transcript number: 08/3-W/F-2/22-III/2016 in appendixes of this thesis

<sup>77</sup> Look at Interview Transcript number: 04/2-W/F-1/16-III/2016 in appendixes of this thesis



By using this strategy the students can exchange the students' experience from the students' various competence. By using this strategy the students can help to each other and also build teamwork.

The result of researcher's observation when teaching learning process at Mrs. Lilik class the researcher got information as follow.

“Based on the researcher's observation, the researcher observes the teachers' strategy in teaching English, the class activity as follow, after the teacher explanation detail, the teacher asks them to make group consist for 4- 5 students in each group. Then each group asked to watch the video for twice related to the materials without the text. Then, the student asks to rewrite the narrative text about Snow White after watching the video by using their own word. The teacher gives different responsibility to each other. There are the students who comprehend the story with watch the video and also there are just write on the book”<sup>78</sup>.

The implementation of this strategy there are three stages. In pre-activity are before begin the lesson, the teacher greeting and review about the last materials. After the teacher give support question such as the students' condition.

The next activity is main activity. The teacher showed the example of narrative text. The teacher gives explanation in detail, such as the definition, the structure, and the purpose of narrative text “Snow White”. During the explanation the teacher also asks the students to participate in the class. Such as the teacher gives the question related to the materials. Then, give the instruction about the assessment. The teacher uses the LCD in teaching narrative text. The students are asked to watch the video about

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<sup>78</sup> Look at Transcript of Observation number: 3/O/24 - III/2016 in appendixes of this thesis

Snow White twice without the text. The students asked to make small group discussion. There were consisted to 4-5 students. The students mix various competences. Then the students asked to rewrite the story, after the students comprehend deeply about the video. Each student in the group had responsibility each other in the job. There is who just write and another student watch the video by giving comprehension deeply.

The last activity is evaluation. A teaching and learning process need be evaluated. Evaluation conducted to determine the result of learning process. Evaluation gives in front oral presentation/ oral performance. The students are asked to perform in front of the class. Each group showed the result of group's discussion. The teacher gave direct correctly and feedback to the students.

The purpose of the strategy the students can explore their knowledge and their comprehension. The students can exchange experiment and also help to each other students. Besides, the collaborative strategies can build the good team work. This strategy is applied in collaborative during teaching learning process. By using this strategy students get be happily and excited students in the class. Collaborative strategy is carried out in cooperative strategy.

According to all teacher of Mts. Sulamul Huda Siwalan they do research to their students to find out their previous experience in learning English. They find the most of the students think that English is very

difficult subject to be learned. It is cause why the teacher should to find the appropriate strategies in teaching learning process.

From the interview researcher find that more students of MTs. Sulamul Huda Siwalan will be enthusiastic if their teachers applied the various strategies in teaching learning process especially English program. They can learn and catch the materials more easily with the various strategies. They can also more understand the teachers' explanation. The application of various strategies they did not get bored to follow their teacher.

Furthermore, the result interview with all teachers in MTs. Sulamul Huda Siwalan. The researcher can show that every teacher especially the teacher of MTs. Sulamul Huda Siwalan has many strategies that can be used in teaching English in the classroom such as drilling, individual work, direct instruction, and cooperative strategies (collaborative strategies). They will consider about the appropriate teaching strategies which can improve the students' skill and competence in learning. In addition to reach the instruction goal, they need the teaching strategies those are suitable with the students' characteristic, instruction material, classroom condition, students' level, etc.

## **2. The dominant strategy applied by the teachers in teaching English at MTs. Sulamul Huda Siwalan**

Based on the observation is conducted six meetings on Tuesday, March 22<sup>nd</sup> 2016 until Monday, April 11<sup>th</sup> 2016 with teachers and the students of MTs. Sulamul Huda Siwalan the researcher find that the information related to the teacher's teaching strategies. Actually, the teachers of MTs. Sulamul Huda use two dominants of teaching strategies in teaching English.

The two dominant strategies used by the teacher English at MTs. Sulamul Huda Siwalan. There are Direct Teaching Strategy and Cooperative Teaching Strategy.

Data of this research are supported by interview with some teacher. Mrs. Fori describes the dominant method used to teach English as follow:

“When teaching English, our class often uses direct instruction and cooperative strategy. The direct strategies I explain the material in detail. During I explain the materials absolutely involve the students in our interaction by asking them. In cooperative strategies, I ask them to make small group and to solve the problem together. I also give many questions to them, to know their understanding I measure with individual test and also group work to practice in front of the class”.<sup>79</sup>

In teaching English Mrs. Fori have two dominant strategies. There are Direct Teaching Strategy and Cooperative Strategy. When she applies the Direct Teaching Strategy, the teacher direct explanation in detail and guided them step by step. To less be teacher centered, Mrs. Fori combines with

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<sup>79</sup> Look at Interview Transcript number: 2/1-W/F-2/27 - III/2016 in appendixes of this thesis



Cooperative Strategies. In the cooperative strategy the teacher make the small group discussion and to solve the problem in the group.

Not more different with Anti as her students. She also describes it. She said as follow:

“.....the teacher measured our understanding toward the material by asking us many question about the material during the learning process. We ask to perform individually and sometime group work. After the teacher explain the materials. She does not forget to give direct correct to us when we make the mistakes especially about the vocabularies and also our pronunciation”.<sup>80</sup>

During teaching learning process, the teacher involve the students by giving any question related the materials. This strategy is to make students participate and more motivate in the class. After detail explanation the students are asked to perform individually and sometime group work. The students also get the direct feedback for the students’ mistakes.

Mr. Ali also said that:

“.....I use cooperative strategy but the most strategy that I used is teaching directly, correction directly and attention directly to them. My learners little bit difficult to receive the materials when I teach the materials. So I must explain them detail and guided them step by step.”<sup>81</sup>

According to Mr. Ali that Direct Teaching Strategy and Cooperative Strategy are dominant in teaching English. In direct teaching strategy is aimed to give the direct teaching, direct correction and direct attention to the students because the most of students enough difficult to receive the materials during

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<sup>80</sup> Look at Transcript of Interview number: 10/4-W/F-2/24 - III/2016 in appendixes of this thesis

<sup>81</sup> Look at Transcript of Interview number: 5/2-W/F-2/16 - IV/2016 in appendixes of this thesis

teaching learning process. So, the teacher guides the student step by step with detail explanations.

Not more different with Mr. Ali says, Mrs. Lilik also describes it. She said as follow:

“Yaaaa... Usually first I give the introduction by detailing explanation about the material. what is narrative text, then the structure such as who are the characters in the story. Then, I give example of narrative text to watch video in LCD”. I use almost every meeting if long time I use cooperative learning. They should participate in the classroom. I do all the activities by the small group discussion. So they do the assignment with the partner. In other hand, with small group they can change their experience to each other<sup>82</sup>

Mrs. Lilik state that detail explanation and correct directly that are appropriate teaching strategy and also can help students' difficulty in teaching learning program. The teacher will know how far the students' comprehension about the materials after the explanation.

In the next interview with Mrs. Lilik more, the researcher got information related the cooperative teaching strategies.

“.....the most strategies used by me is cooperative strategy. Almost every meeting, I use small group discussion. The students will feel enjoy learning and can share the knowledge with their friends about the material. They will be motivated to finish the group work. I think it enables to create the effective learning activities by working together. It helps the students pay more attention to the materials that is faced in the group”<sup>83</sup>.

Teaching English the students often burnout their experience, but with teachers' intelligence the cooperative strategies become interesting activity.

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<sup>82</sup> Look at Transcript of Interview number: 8/3-W/F- 2/06 - IV/2016 in appendixes of this thesis

<sup>83</sup> Look at Transcript of interview number: 8/3-W/F- 2/10 - IV/2016 in appendixes of this thesis

The students will get enjoyable in teaching learning process. It can share the knowledge with their friends about the materials. This strategy is the appropriate learning activities by working together. It helps the students pay more attention to the materials that is faced in the group.

A teacher is not only concerned with the instruction, but also concerned with the other aspects like designing syllabus; developing teaching aids; applying method and approach of teaching and providing evaluation. As an English teacher, they should be dealt with those ones of direct teaching strategy and cooperative strategy. Here the students can comprehend deeply by direct teaching strategy and explore their comprehension or knowledge to other students. As we know, that students must have creativities in teaching and learning to make the students enjoy and become active in the class.

Data of this research are supported by interview with Mrs. Lilik. She said that:

“To measure the student comprehension, I usually give the students assessment in the group discussion in the class and also I give individually in homework activity. I often conduct the strategies in order to the students did not forget what the materials that they learned”.<sup>84</sup>

Mrs. Lilik explains that to measure the students’ comprehension by giving the assessment in the group and also individual work by giving homework. This strategies aimed in order to the students did not forget what the materials that they learned.

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<sup>84</sup> Look at Transcript of interview number: 8/3-W/F- 2/10 - IV/2016 in appendixes of this thesis

Not more different with Mrs. Lilik says. Wahyu as her students also said that:

“Yes,, sometime she gave the homework related to the materials. The homework is sometime to do the task and sometime only to comprehend deeply about the next chapter. And sometime she asks us to write 5 verbs and make it into the sentences according the tenses”.<sup>85</sup>

By giving the homework is very important in teaching learning process. The homework is to do the task and sometime only to comprehend deeply about the next chapter and the teachers also ask the students to write 5 verbs and make sentences according the tenses. The aimed that the students did not forget what the materials that they learned.

For the observation and interview the researcher concluded that all teacher English at MTs. Sulamul Huda Siwalan apply two dominant strategies. There are direct teaching strategy and cooperative strategy. Direct teaching strategy the teacher is to be active in the class. The teacher guided the materials with detail explanation. Here the teacher is done explanation, correction, and instruction directly. This chance will make the students more comprehend about the material. They also know their mistakes during teaching process. The student will comprehend well.

In cooperative strategy, the teachers give opportunity to students to be active and explore their knowledge and comprehension to each other student. Cooperative strategy the student creative without guided from the teacher.

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<sup>85</sup> Look at Transcript of interview number: 12/6-W/F- 2/6 - IV/2016 in appendixes of this thesis



Those strategies appropriate to apply for students of MTs. Sulamul Huda Siwalan in teaching learning process especially for English subject.

These strategies have many deficiencies that exist in the teaching learning process, some students who are less familiar with the materials applied to the strategies. There is also the application of the material in accordance with the strategy. In teaching learning process need the good skills and extensive knowledge in order to teach students to understand the materials provided. Teaching is not an easy thing for a teacher should have plenty of ways to keep students active in the school of learning and teachers should also motivate students to be enthusiastic about the teaching and learning English.

### **3. The implication of strategies on students' English achievement at MTs.** **Sulamul Huda Siwalan**

A teaching and learning need an evaluation. The evaluation conducts to determine the result of teaching learning process. The evaluation gives individually. It is every student will give evaluation about their skills in performance their idea and scoring in process learning. Teachers have some strategies that can be used in the classroom but not all strategies can able to reach the goal of learning well because the most appropriate teaching strategies should based on materials. The implication of strategies gives

different impact especially to the learners. This statement is also pointed out in the interview with Mrs. Fori Mr. Ali and Mrs. Lilik<sup>86</sup>.

“Mrs. Fori said that indeed, teaching strategies able to make the learners receive the materials easily and they more get interest to follow the teaching learning process. By applying the strategy is able to create their good skill and competence well”.<sup>87</sup>

According to the teacher that students have different skill and comprehension to comprehend the materials. Applying the various strategies actually is able to create good achievement well and they more get interest to follow the English program.

Those statements supported by Mr. Ali:

“....yaaa, may be need hard effort to create the learners who be active in the class especially regular class of VII B. By applying the various strategies can more make them able to receive the materials easily and they do not get bored in the class. There are only some learners who feel difficulty to receive and comprehend the materials.”<sup>88</sup>

According to the teacher that, in teaching learning process especially study English language not easy. It is need the hard effort to get good achievement to the students totally. The students of VII B there are only some students who difficult to comprehend the materials. The most of students able to receive the materials and they do not bored in the class.

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<sup>86</sup> Look at Transcript of interview number: 6/3-W/F- 5/11 - IV/2016 in appendixes of this thesis

<sup>87</sup> Look at Transcript of interview number: 3/1-W/F- 3/27 - IV/2016 in appendixes of this thesis

<sup>88</sup> Look at Transcript of interview number: 6/2-W/F- 2/10 - IV/2016 in appendixes of this thesis

Not more different with Mr. Ali said, Mrs. Lilik said that:

“.....for regular class especially of VIII B it can be seen some students get enjoyable to follow my teaching and they like my teaching strategies. The most them can able to understand the materials that I taught. Only some students cannot able to apply my materials because every learner has different skill so they have the various achievements from implication of strategies that I used. There are high score (70-100) there are average score (50-70) and also low score (10-50)”.<sup>89</sup>

The teacher said that some students of VIII B enthusiastic for learning process. They get enjoyable in the teaching learning process. There are also get motivation. The application of these strategies is various students' English achievement because the students have different skill to each other. There are the high score (70 - 100), average score (50 - 70) and low score (10 - 50).

Data of this research are supported by researcher's observation. The researcher gets information that:

“In the next observation, the researcher finds that only the some learners get enjoyable in learning English but there are still many learners who get difficult to reach the materials. It can be seen that some learners still confuse when they do exercise and answer the questions. Moreover, they get the different score each other. There are the students get various score are 80, 70, 65 and 45.”<sup>90</sup>

Based on the result of observation, the students' English achievement have different score to each other because they are some students who get the high score, middle score and low score. The students have different competence to receive and comprehend the materials. So there are various score of students in MTs. Sulamul Huda Siwalan.

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<sup>89</sup> Look at Transcript of observation number: 9/3-W/F- 3/11 - IV/2016 in appendixes of this thesis

<sup>90</sup> Look at Transcript of observation number: 4/3-O /17 - III/2016 in appendixes of this thesis

Data of this research are supported by interview with some students of MTs. Sulamul Huda Siwalan. Anti was one of the students of MTs. Sulamul Huda. She describes her achievement as follow:

“The English lesson is not easy for me. My English achievement is variation. There are various score. The high score I get 90 and sometime 70, 75, 80”.<sup>91</sup>

Anti was a Junior High School. She gets various the score of English lesson. For her is little bit difficult. So she gets the variation score in teaching learning process. The high score is 90,

Wahyu also said that:

“English lesson little bit need to comprehend deeply. When I understand the materials absolutely I get good score is 90 but when I did not understand exactly I got bad score 66”.<sup>92</sup>

According to wahyu that learn English lesson need more to deep comprehension. She will get the good score if she understands the materials but she did not understand she will get the bad score. The good score for her is 85 and bad score for her is 66.

Different with ilham said:

“I feel English is very difficult for me. The teacher’s strategies have nice but why I still confuse in English lessons. I little bit feel difficult to catch and comprehend the materials after the lesson. Every examination seldom I get good score, I often get bad score. My good score is 70 and bad score 32”.<sup>93</sup>

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<sup>91</sup> Look at Transcript of interview number: 10/4-W/F- 3/22 - III/2016 in appendixes of this thesis

<sup>92</sup> Look at Transcript of interview number: 12/6-W/F- 3/6 - IV/2016 in appendixes of this thesis

<sup>93</sup> Look at Transcript of interview number: 11/5-W/F- 3/2 - IV/2016 in appendixes of this thesis



Based on all data result, the researcher concludes that the implication of strategy that used to teach English for students on MTs. Sulamul Huda Siwalan give positive effect to the students. Cooperative strategy was enough able to make the learners more interest, to be fun and more active participate during classroom activities well. Here the students built the group work. For drilling activities the student able memorize the right word based the stress, intonation, and pronunciation so they applies good communicate to each other and the students become enjoyable to receive the materials. Direct teaching strategy is able to make the students to direct deep comprehend the materials and individual work strategy is able to make the students explore and measure the competence in personality. Meanwhile, the application of strategies are able increase the students' English achievement. It can be seen that 70% of students in MTs. Sulamul Huda get the score upper of KKM and 30% get the score under of KKM. The learners have the various achievements from the low competence until the high competence because every learner had different skill and competences. The high score are 70-100, middle score are 50-70, and low score 10-50.

## CHAPTER IV

### DISCUSSION

In this chapter the researcher discusses the result of the research which done in MTs. Sulamul Huda Siwalan in academic year 2015/2016. The discussion gives explanation for the research problem which has been stated in chapter I as follow:

#### 1. The teachers' strategies in teaching English at MTs. Sulamul Huda Siwalan

The result of this analysis was got from observation that conducted six meetings from some of English teachers in MTs. Sulamul Huda Siwalan. They are Mrs. Fori as English teacher in integrated class, Mr. Ali as English teacher in regular class and also Mrs. Lilik. All teachers used various strategies in teaching English. There are different strategies to each other.

Some strategies used in teaching English in MTs. Sulamul Huda:

##### a. Drilling Strategy

The English teacher of MTs. Sulamul Huda use drilling strategies in teaching English. Mrs Fori said that strategies are the appropriate strategy to recognize students' vocabularies. The teacher asked them to repeat what the teacher said, when the student was pronounced the fault words in their pronunciation. The teacher pays attention to the students' pronunciation, intonation, stress and fluency. She assumed with the strategy helped the students memorize some vocabularies easily. Students feel happy and excited

in the class, because they can remember what the teacher had done and also students can be master of vocabulary well. Drilling is any repetition of a short chunk of language. There are a number of ways of highlighting the spoken form of the word essentially these are; listening drill, oral drill and board work. Having established the meaning of a new word the teacher can model it using listening drill.<sup>94</sup>

#### b. Direct Teaching Strategy

Direct teachings strategy made the teacher center and become active in class, it is dominated strategies by teachers in MTs. Sulamul Huda in teaching English. The class activity as follow three stages, there are pre-activity, while activity and post activity.

In pre-activity some activities were done by the teacher before teaching and learning process started by greeting and apperception. The teacher started teaching by greeting the students. Furthermore, the students are given motivation enjoyable feeling in teaching with gave the some intermezzo question. Apperception is give to stimulate the students' prior knowledge by asking them some question related the materials.

In main activity the teacher prepared the materials. The teacher explained about procedure text "How to Make Fried Rice". The teacher gave detail explanation such as the definition, the structure and objective the procedure text. Then the teacher guided the students about the procedure text

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<sup>94</sup> Scoot Thornbury, how to teach vocabulary.83

togetherness. The teacher involved the students' participation. By giving questions related to the materials. Then the teacher gave instruction the student to deep comprehension about the materials and to do another assignment to make the procedure text based on the students' favorite food.

In the last activities, the teacher summarized of the learning process and also gave the feedback or correction to the students.

Based on the data result, researcher can analyze that use direct teaching strategies is appropriate strategies to students' comprehension about the meaning and lesson. This activity can help students to get more knowledge easily.

Teacher who use the direct strategies believe students need to comprehend the meaning in the target language, when the teacher introduces the new language. The teachers do not give direct meaning. the teacher demonstrates with the gesture or synonym. During the teaching learning process the teacher without use the Indonesia language when explain the materials. In this section the students asked to comprehend the English language individually.

According to Steven Direct teaching strategy is kind of teaching strategies that is teacher centered and the teacher here should make a belief that her/ his students are involved inside of its teaching strategy and also focus of students on academic tasks. The characteristics of direct teaching strategies are:



- 1) Demonstrate knowledge or skill where the teacher demonstrate the skill correctly or present step by step information.
- 2) Provide guide practice where the teacher structure initial practice.
- 3) Check for understanding and provide feedback where the teacher checks to see if students are performing correctly and provides feedback.
- 4) Provide extended practice and transfer where the teacher sets conditions for extended practice with attention to transfer of the skill to more complex situation.<sup>95</sup>

c. Individual Work Strategy

Based on meeting, researcher identified that the teacher of MTs. Sulamul Huda also use individual work in teaching learning process. The class activity as follow; after the teacher explain detail explanation and guided them step by step about the procedure text. The students asked to do another task. The task was how to make another food based on students' favorite food. Then the students asked to perform in front of the class individually. The teacher gave direct correction for each student about any mistakes. The most mistakes that they do are their pronunciation when they got, their pronunciation when they say the word.

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<sup>95</sup> Richard I Arends, Learning To Teach Ninth Edition, 304

Based on the data result, researcher can analyze that the use of individual work is to build the students' competence and the most important in their confident to apply the English program. The individual work strategy was to measure how long the student's comprehension about the lesson.

Individualized program of work refer to a substantial piece or course of academic work which the learners is able to undertake on an individual basis. Individual work or seatwork is generally the second most frequently used teaching pattern in classrooms. It include such activities as completing worksheets, reading a comprehension passage and answering questions, doing exercises from a text or workbook and composition and easy writing.<sup>96</sup>

#### d. Cooperative Teaching Strategy

The researcher identified that the teachers of MTs. Sulamul Huda used Cooperative Teaching Strategies in teaching English. The class activity as follow; after greeting and apperception the teacher recognized the materials. The material today is narrative text. The teacher explained the material about narrative text like the definition, structure and characters of narrative text. The teacher guided their comprehension during teaching learning process. The teacher used the LCD as media. The teacher showed the video about snow white without the text but only the voice. Students asked to watch the video and deep comprehension about the story. After few minute run the students asked to make small group consist to 4-5 student

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<sup>96</sup> Chris Kyriacou, *Effective Teaching in Schools Theory and Practice*, 40 - 46

each group. The teacher gave the duty to rewrite the story by students own word. In the group was each student had responsibility. There the students who has job to write and another to comprehend the story. This activity called collaborative activities. The students divided the group without based on their knowledge. The group has different students' ability.

The last activity is evaluation. A teaching and learning process need to be evaluated. Evaluation conducted to determine the result of learning process. Evaluation is gives in front oral presentation/ oral performance. The students asked to perform in front of the class. Each group showed the result of groups' discussion. The teacher gave direct correctly and feedback to the students.

Based on the data above the researcher analyze that the use of cooperative teaching strategies is to build teamwork for do the assessment. Cooperative strategies can exchange experiences from various different competence especially their understanding forward the material during learning process and they can help for each other.

According to Johnson that one of the important aspects of cooperative learning is that while helping promote cooperative behavior and better group relations among students, it simultaneously helps students with their academic achievement in learning process.<sup>97</sup>

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<sup>97</sup> Ronald L Partin, The Classroom Teacher's Survival Guide, 183

Collaborative strategies give the students chances for greater independence because the students are working together without the teacher controlling they take some of their own learning decisions what language to use to complete a certain task.<sup>98</sup>

Teacher emphasized all strategies that students learn on how to communicate in the target language. In order to be successfully in the target language the students should learn more in English program.

## **2. The dominant strategy applied by the teachers in teaching English at MTs.**

### **Sulamul Huda Siwalan**

In this research, the researcher found two dominant kind of teaching strategies which were used by the teachers of MTs Sulamul Huda Siwalan in teaching the English classroom. They were direct teaching strategy and cooperative learning teaching strategy.

Based on some meeting, researcher identified that the use direct teaching strategies for teaching English as follow; after the teacher greeting and apperception to the student and also check absent. The teacher recognized the material. The material was narrative text. The teacher explained detail about narrative text like the definition, structure, characters of narrative text, and also the purpose of narrative text. The teacher guided their comprehension during teaching learning process. During the explanation the teacher asked the students to participate by giving which related with material.

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<sup>98</sup> Jeremy Harmer, How to Teach English New Edition with DVD, 43



The teacher used the LCD as media. The teacher played the video about snow white without the text but only the voice. Students asked to watch the video and deep comprehension about the story. After few minute run the students asked to make small group consist to 4-5 student each group. The teacher gave the job to rewrite the story by students own word. Each student in each group had job each other. There the students who had job to write and another to comprehend the story. This activity called collaborative activities. The students divided the group without based on the same their competence ability. The teacher mixed their knowledge here. The group has different students' ability. The students exchange their knowledge and experiment and also help each other. Here, the student can build the good teamwork.

After that they asked to perform in front of the orally. The teacher also gave direct feedback and correction when the students' mistakes. Their students knew their mistakes orally and the other students also know the mistakes. So, they did not repeat the mistakes again.

Based on the data result, by applying Direct Teaching Strategies is effective strategies to students' comprehension about the meaning and lesson. This activity can help the students to get more knowledge easily. Cooperative teaching strategy as continued from direct teaching strategies. By Applying cooperative teaching strategy is to build teamwork for do the assessment. Cooperative strategies exchange experiences from various different competences

especially their understanding forward the material during learning process and they can help for each other.

**3. The implication of strategies on students' English achievement at MTs.**  
**Sulamul Huda Siwalan.**

A teaching and learning need to be evaluated. Evaluation conducted to determine the result of learning process. Evaluation is given individually. The students' was given the evaluation in order to they knew their ability. Teachers have many strategies that can be used in the classroom but not all strategies can be able to reach the goal of learning totally because the most appropriate teaching strategies should based on the materials. The implication of strategies gave different impact especially to the learners.

From the exposure data in the chapter III, it can be seen that teaching strategies in teaching English able to make some students received the materials easily, they more interested, and enthusiastic to follow the teaching learning process. The application of strategy was able to create their skill and competence well. The students for integrated class only some students who still got the achievement under standard of KKM. The cause is their potency difference from each other. Besides that, the most of them who got the bad score is they became passive in the class. It can be seen when the teacher explained the materials they did not know anything and cannot also answer question in the task.

In Addition, the regular students most of them got better score. There was only student who did not pay attention to the explanation. It caused they got the bad score because they cannot do the task.

Based on the data result there were most of students in MTs. Sulamul Huda able to comprehend the materials. There was only some students who can able received the materials easy and got difficult to comprehend the lesson. The student had different competence to catch the lessons. All English teacher of MTs. Sulamul Huda Siwalan assumed that the majority of students had different potency from each other.

Afterwards, teachers' strategy in teaching English process more can run well in the class. It can be seen based on the observation that the students can able to comprehend the materials in the class. In fact only some student who still confused when answered the question from the teacher. So, it can be stated that the students' ability in teaching learning process at MTs. Sulamul Huda Siwalan able to increase the students' potency in English learning process.

Furthermore, the researcher can analyze that the teacher uses strategies in teaching English as one of the instrument in employing students' competence in English. It can be seen from the procedure in teaching strategies. Afterwards, the analyses application of teachers' strategies in teaching English was supported by the result of evaluation which shows several students' ability in teaching English process has good achievement.

The application of teachers' strategies on students' English achievement in teaching English in MTs. Sulamul Huda give good effect to the students and enough supported to increase the students' achievement in their teaching learning process. Cooperative strategy was enough able to make the learners more interest, to be fun and more active participate during classroom activities well. Here the students built the group work. For drilling activities the student able memorize the right word based the stress, intonation, and pronunciation so they applies good communicate to each other and the students become enjoyable to receive the materials. Direct teaching strategy is able to make the students to direct deep comprehend the materials and individual work strategy is able to make the students explore and measure the competence in personality.

Meanwhile, the application of strategies are able increase the students' English achievement. The student had the different achievement. It can be seen 70% of the student got upper KKM, while 30% got the under of KKM. It is get better improvement from teacher to help keep students condition, motivation, and also helps students to develop their capability well<sup>99</sup>.

The teacher should be creative in choosing the appropriate technique that can both change their students' attitude towards English and improve their English achievement. In addition, teachers should be active and creative in giving guidance to students since it will help them a lot

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<sup>99</sup> The document of transcript, 10/D/ 16-III/ 2016



## CHAPTER V

### CLOSING

#### A. Conclusion

After doing an observation in MTs. Sulamul Huda Siwalan to find out which strategies are based on the data found in this study, the researcher can conclude that:

1. The teachers' strategies in teaching English at MTs. Sulamul Huda Siwalan are drilling, individual work, direct teaching strategies and cooperative strategies. Teachers' strategies in teaching English are techniques or activities that contribute directly to improve academic achievement. The students have different potence and ability to comprehend the material in teaching learning process. So to know it the teacher should have any creativity in teaching and learning to make students active and enjoy the English class.
2. The dominant of teachers' strategies in teaching English are direct teaching strategies and cooperative teaching strategies in MTs. Sulamul Huda Siwalan. The teacher prepared the materials and teaching media which are used to support the teaching and learning process of direct teaching strategies and cooperative strategies. The teacher have three stages, three are: Pre- activity, Main activity, Post activity and evaluation was given oral test.

3. The application of strategies able giving the good effect to the students.

Cooperative strategy was enough able to make the learners more interest, to be fun and more active participate during classroom activities well. Here the students built the group work. For drilling activities the student able memorize the right word based the stress, intonation, and pronunciation so they applies good communicate to each other and the students become enjoyable to receive the materials. Direct teaching strategy is able to make the students to direct deep comprehend the materials and individual work strategy is able to make the students explore and measure the competence in personality. Meanwhile, the application of strategies are able increase the students' English achievement.

It can be seen that 70% of student get upper score of KKM, while 30% under of KKM because the students' of MTs. Sulamul Huda Siwalan have different potency from each other. Afterwards, teachers' strategies in teaching English process run well in the class. It can be seen based on the observation that some student able to be active in the class, they participated during learning process, the application of those strategies are quite enough to increase student potency in English learning process. Their achievement better than last year, based on documentation only several students who have bad achievement.

## B. Recommendation

After analysis the result of the research, the researcher would like to give some recommendations:

### 1. For the teacher

Teaching English is not easy since of students think that English is a difficult lesson to be learned. Consequently, teachers will face many obstacles during the teaching and learning process. Therefore, they should be creative in choosing the appropriate technique that can both change their students' attitude towards English and improve their English achievement. In addition, teachers should be active and creative in giving guidance to students since it will help them a lot.

### 2. For the students

For the students is to help the students to learn English lesson easy, are suggested to have active participation in attending English classroom activity. By having active participation is asking problems, they can reduce their difficulties in English skill process. Finally, they will get good English skills' achievement.

### 3. For the school

For the school should encourage and support the English teachers to improve the quality of their teaching. It can be done by providing facilities needed by both teachers and students so that the teaching and learning process will run well. Besides, the institution should hold regular meeting with the English

teacher in order to discuss about the problems they face in teaching and to find out the best solutions.

4. For the writer

For the write the result of this study is expected add the reference to the teaching and learning English. Also it can give contribution of knowledge in teaching and learning process. Lecture can find the appropriate strategies in teaching English. Reader can use this research as reference that can be used anytime.

5. The readers

This study is expected to give a contribution to the readers, particularly the students of department of English education of STAIN Ponorogo and so the other students who want to look at this thesis to make a reference.

