TEACHING STRATEGIES IN ENGLISH LESSON DURING POST-PANDEMIC AT EIGHT GRADE OF SMP AL-AZHAR SYIFA BUDI SURAKARTA

THESIS

Submitted in Partial Requirements for the Degree of Sarjana

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Thank You for your attention

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DEDICATION

This thesis is dedicated to:

1. My beloved parents, who support me mentally to finish this exam and give me money.
2. My beloved advisor lecturer, Miss Budiasih, S.Pd, M.Hum, who support me.
3. My beloved brother & sister, who always support & helping me in my study.
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MOTTO

And Spend in the way of Allah & do not Throw (yourselves) with your (own) hands into destruction (by refraining). And do good, indeed, Allah loves the doers of good.
Al – Baqarah: 195

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **"Teaching Strategies in English Lesson During Post – Pandemic at Eight greade of SMP Al – Azhar Syifa Budi Surakarta"** is my real masterpiece. The things out my masterpiece this thesis were signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies. I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

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The researcher realizes that this thesis is still far from being perfect and hopes that this thesis would be useful for the next researcher of for readers in general.

Sukoharjo, May 19rd 2023

The Researcher

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ABSTRACT

Muh Novianto Ichsanudin, 2023. **"Teaching Strategies In English Lesson During Post- Pandemic At Eight Grade Of Smp Al-Azhar Syifa Budi Surakarta".** Thesis. English Language Education Culture and Language Faculty

This study analyzes the implementation of teaching strategies by English teacher and the obstacle faced by English teacher in eight grade at SMP Al-Azhar Syifa Budi Surkarta during the situation of Covid-19 pandemic. The objectives of this study were to investigate the teaching strategies and to explain the difficulties faced by teacher during implementation of teaching strategies in English class at SMP Al-Azhar Syifa Budi Surakarta. The research method was qualitative research with descriptive technique. The subject of research were the English teachers in 8th grade. The data were obtain through observation, interview, and document. the researcher used methodological triangulation as thrusworthiness of data. The data analysis technique were data condensation, data display, and drawing conclusions and verifying data.

The result of this study showed that English teacher in SMP Al – Azhar Syifa Budi Surakarta especially at eight grade had used at least five strategies that consist of Question & Answer, Presentation, Demonstration, Test, & One to One strategy. The implementation of many different strategies there had many functions & reasons of its own. The Q & A strategy was conducted to improving student's speaking skill & tightening the relationship between student & teacher at the same times. Presentation used as variation in learning English with showed presentation in form of lecture or audio-visual media like a creative video or powerpoint presentation that containing details explanation with interactive & interesting way.

Demonstration, used as variation in teaches student same as Presentation before. The Test strategy used because it is useful for assess students understanding with some assignment that form of task or project. One to One strategy that applicated as additional section for students to learning materials more comprehensive privately. The difficulties that the teacher faced in implementing teaching strategies in teaching student is in adapting the students needs during learning process that required teachers to be more flexible in teaches student in classrooms. In adapting student's needs the teacher should conducting observation, analyzation, & evaluation when learning process before fulfils student's learning needs so the teacher can provide an appropriate teaching strategies that answered what student's learning needs is.

Keywords: *Teaching, Teaching Strategy*

CHAPTER I

INTRODUCTION

A. Background of Research

In the latest 2019 the world has been shocked with microorganism virus that discovered the first case in Wuhan, it's the deadlies varians from mutated of corona virus that usually found in bat body.This micro- organism is transmitted through the air and than it infect people through humans resspiration organs. The virus spreading throughout around the world faster than the World Heatlth Organization (WHO) prediction. Its spreading through the international flights between countries or continents. Therefore the virus can easily became a new pandemic around the world after the worst desease in early 1900 with the Spanish Flu that killed almost 1/3 populations in Europe.

Corona virus desease or we can usually call this virus as a Covid-19 has been succesfully conquer the entire world. The nature with corona virus tropps was force human keep stayed at home to protect their own life. The Corona virus desease had changed the world system order.Before corona virus desease spreadout around the world, people usually do their own activities by offlinewhile in this situation people do their job by online, it means people do their activities in the same place and real time but now people had to finish their job by keep their distance with each other or perhaps with virtual converence. This situation is not only messed up thehealthy sector but it can extend into wide aspect like a politic, sociocultur, economic, and education.

In education sector, school were stop operation for two week in order to stop the spreading of corona virus disease. During the isolation period, most schools decided to stop all activities including learning activities or extracurricular programs and prefer to waiting the final policy from the Ministry of Education and Culture while some schools already have implemented online learning earlier. After two week of isolation, there is no significant changing for this situation and it even getting worst. Eventually in 24 March 2020 the Minister of Education and Culture of Indonesia Mr. Nadiem Makarim has officially annouced ministriasl regulation SE Number 4 year 2020 about restrictions on learning activities to prevent the spread of virus corona in education enviroment sector.

In SE number 04, 2020 explained regulations about implementations of education activities during covid-19 desease that examine learning activities guidelines in pandemi &cancelling the national assesment exam program. In this case, the learning activities in the middle of the pandemic is online learning that use virtual technology as the main platform in learning activities. The online learning model is actually the same as E-learning, online learning itself is inspired by e-learning which created for distance learning. The distance learning is a learning process that separated teacher and student by distance and time. According to Gabriel and Jones (2001) and Michael (2013) Distance Learning is a learning that utilize the virtual or electronical platform as the main learning instrumen in learning activities.Kamarga (2001), Hartley (2001), Roseberg (2001) stated E-learning is a form of learning process that use internet or computer network as a main learning platform.

Som Naidu (2006) defines E-learning as an online learning, which means the use of digital network and communication technology is needed in the learning process. Taqfiardi (2005) explains the E-learning is a learning model in digital concept. There are several versions in implementation of using e-learning model such as direct and indirect ways. Implementation of direct ways means that the instructur convey the lssons direcly with teleconference meeting whilIe implementation indirect ways the teacher used voice recorder or learning video to teach student. Previos studies explain about several potential benefits of implementing online learning,for example, students become more autonomous in learning so they can find their own learning materials independently and the instructor can monitor how far student's progress.It means online learning classify as a student-centered learning model and offered student to learn more flexible without limited by time and space.

The implementing of online learning at Al-Azhar Syifa Budi Junior High School Surakarta starts using this learning model in mid- March to respond to SE number 04 of 2020, the Ministry of Education and Culture to prevent the spread of the corona virus. In its implementation teacher used direct and indirect ways to convey the materials in class. Teacher use gclassrom as a main platform but sometimes they use zoom or Eschool and for severals time they used whatapps group, kuizeez, and

kahoot as a alternative to make a interactive learning and to check student's understanding.

After a few months later, the teacher found several problems that students were less motivation in online learning which caused students to be passive in learning even for turn on the camera device.Those relevant with Bao (2020) statement that explain students face alot of problems such as lack of motivation to learn and an adequate learning environment and facilities to create comfortable learning activities. Moreover teacher have some difficulties in checking students under standing about the lesson materials because students tend to be passive audience.This condition suitable with Agung (2020) research which claim only 54, 5 % students can easily understand the materials, meanwhile the 45, 5% students were more satifying with offline learning. In several times teacher have a technical trouble in internet network and its very crucial situation because it's will give indirect affect to students understanding, as well as research conducted by Adnan (2020) state about the prespective of higher education on online learning that online learning cannot expected result in unjder develop student because of they cannot acces the internet network.

Considering several aspects such as a decrease in the percentage of transmission of covid 19 and the ineffectiveness of online learning, the Minister of Education and Culture allows offline learning with 50% capacity of total population in the class. In other hand schools are allowed to carry out offline learning with the blended learning model.In general, blended learning can be defines as a learning model that combines online

learning and face to face into new learning model. Eastman (2015) explained blended learning as learning strategies that integrated computer learning based with face to face learning in learning class. Blended learning created in late 1990 and early 2000, along with the invention of the world wide web or internet network. According Bleed (2006) blended learning became a solutions of learning problem with combining two advantages from online learning and face to face learning, while minimizing the disadvantages of each model. Nowadays research express blended learning into many different terms such as blended learning, hybrid learning, and mixed learning. Horn and Stakers (2017) explained there are four various types of blended learning such asrotation model, personally blended model, flexible blended learning model, and enriched virtual blended learning model.

Meanwhile Khan (2005) defined blended learning into four different dimensions such as blending online and offline learning, structured and unstructured learning according to collaboration, the individual's own learning speed, and the blending of special content and ready-made content. Eventhough blended learning has been defined as learning strategies which combining face to face and online learning, but actually it’s more than that. Garrison and Kanuka explain blended learning is the efective integration between those two learning strategies, so it’s not just combining online learning elements into face to face learning. Some researcher have find a number of benefits in implementing blended learning from increasing precentage of student learning outcomes and

student engagement in learning process. In research by Dzuiban (2004) that studied about student succes rate of impelemnting blended learning in the University of Central Florida concluded that student learning outcomes in blended learning classes more better than student in full online learning pr even in face to face learning classes. Dzuiban indicated the succes rate of using blended learning because blended learning is a completely redesigned learning model rather than just face to face which adds some elements of online learning.

During the implementation of restrictions on community activities (PPKM) program PPKM by the Minister of Maritim and Investment which allows to holding an activities in offline with 50% of total number of whole student SMP Al-Azhar Syifa Budi Surakarta also implementing blended learning, In blended learning application itself, technically the teacher teaches one class that divides into two learning group (50% offline & 50% online student) in one learning session.The school also makes a shift schedule for those two learning groups, for the first week group one gets an offline study schedule and the second group gets an online study schedule and the two groups will exchange shifts with each group in the following weeks. It's quite difficult for the teacher because teacher are required to divide their focus into two different study groups at the same time, actually they still used google classroom as a complement media for online student. Basiclly teacher convey the materials as usuall but they must integrate with some particular virtual learning media like a laptop, lcd projector, handphone, tripod, speaker, microphone, google meet

application, etc. During learning process teacher have to record everything happens in class with google meet so the online group can be understand about the materials and condition in class.

The application of blended learning became challenge for teacher, there are many obstacles in the English learning process faced by teacher during the pandemic, such as students having difficulty understanding the material presented by the teacher. Therefore, when the government loosened the community activity restriction program (PPKM) & started to enforce the mandatory Covid-19 vaccine program for all Indonesians, schools have started to fully implement face to face learning. In the re- implementation of face-to-face learning at SMP Al-Azhar Syifa Budi Surakarta, teacher feel they are able to teach like before the pandemic came. However the teacher has also found some difficulties where students are more interested in interacting with their friends in class besides that some students are more comfortable studying online because they think online learning is more flexible where they can do various things at once such as doing homework, listening to music, sleeping, watching tv, even playing games. As a result, learning becomes ineffective so students have difficulty understanding the learning material presented by the teacher. Therefore teacher as someone whose in charge of the student learning have a responsibble to chosse the effective way to solve this problems, actually there is way to face this difficult situation in teaching process.

One of the solution to solve this problem is choosing proper teaching strategies during learning process. In terminology, Strategy can be interpreted as a mature plan to carry out a specific activity Brown stated strategy as a specific method of approaching some problem or task, the guidelines to achieve a particular goal, or a planned design for controlling and manipulating certain information. Meanwhile in educational sector there are some types of strategies that intended to achieve educational goals namely teaching strategies. Herell (2004) describes teaching strategy as an approach that can be used across curricular fields to support students in the learning process. According Moris and Stone (2010) teaching is a general design for a lesson consisting of the structure, instructional objectives, and an outline of the planned tactics needed to establish an adequate strategy in teaching process. Isaac (2010) stated that teaching strategies are teacher behaviour in teaching which consists of: developing teaching strategies, giving proper stimulus, drilling student learning response, and increasing student response with extra activities. Based on the description above, it can be concluded that teaching strategy is an approach, guideline, outline or planned tactic used by teacher to assist students in achieving learning objectives.

A successful learning process requires teacher to use various teaching strategies in teaching students during the learning process. The teaching strategy itself actually has many types, for examples Wehrill (2003) explained at least 15 types of teaching strategies such as: brainstorming, small-group discussion, simulation,

demonstration, game, independept study, question and answer, presentation, role play, test, direct contact, & one to one. Implementation of various teaching strategies can help teacher bring various learning experiences that could be support students to achieve satisfactory results in learning. Identification of the application of teaching strategies in English teaching classes is very important because it can be very useful for other teacher as their teaching reference.

Actually, there have been a lot of studies that discuss about teaching strategies as in studies written by Ni Luh Putu Titin Wulandari et.al (2020). This research aims to investigate the implementation of teaching strategies used by fifth grade English teacher and the obstacles faced by English teacher in teaching English to young learners and it was conducted in SD Suta Dharma Denpasar Bali. The reseacher used qualitative descriptive research in their own research and the data were obtained observation and interview. The results of the data showed that there are at least 6 teaching strategies applied by the English teacher which were found during the observation process, such as: listen and repeat, listen and do, question and answer, pairs, cooperative learning, and games. Besides that the researcher found some obstacle faced by teacher during teaches English to young learners like a lack of knowledge in teaching TEYL and optimizing the use of suitable learning media during teaches English for young learners.

In studies write by Medina Tumaggor (2018) explain about the reason why the teacher used those teaching strategis during teaches at Metodist junior highschool Banda Aceh. The investigation resulted in the application of the use of teaching strategies by an English teacher from a Methodist Junior High School in Banda Aceh during teaching speaking skills to students. In this research used descriptive qualitative method research and it also used observation and interview as a data collection method. In the investigation result showed that there are found roleplay, games, storytelling, and discussion strategies used by English teacher during teaching speaking skill to their student. The teacher used those strategies beacause they wanted to make student speak up and become more active in the classroom.

Futhermore in another previous study arranged by Nina Rosiana Putri (2021) explained about the using of asycronous teaching strategies by English teacher as a solution to minimizing some obstacle faced by teacher in teaching the secondary school during online learning. The study were conducted using qualitative research and also uses case study approach in her research. The subject of this study were four English teacher in MAN 1 Bandar Lampung while in collecting data writer uses a quisionaire, interview, and observation. The data result indicate that the teacher applies asynchronous strategies use adequate alternative media, design lesson plans and materials before teaching, explain the material and give instructions to students, assess students work, and give a feedback in every task and practice as a student evaluation.

Actually, in general this research study has a similar discussion topic about investigating the application of teaching strategies by English teacher. When the researcher did the pre-observation, the researcher found that the English teacher there had used some of the same teaching strategies as Niluh Putu Titin Wulandari's study, that used “question & answer” strategies. The question & answer teaching strategies was used because the teacher want to stimulous the student to be more active as well as to check student understanding about the materials. In interviews conducted by researcher with one of the teacher in SMP Al-Azhar Syifa Budi Surakarta, can be find some data if these steps were chosen to restore face-to-face learning habbits during before the pandemic, where student or fellow student interactions were more intense than online learning. Therefore, students will easier understand the learning materials, but in choosing the appropriate teaching strategy will be more complicated depending on each class. Because each class has a different character and treatment with each other, so that is why the teacher must conduct observations and trials first before determining an appropiate teaching strategies that are really suitable for the class being taught. For example teaching in grade 7 & grade 8 must use different teaching strategies, this is quite normal because psychologically they are different both in age and level of understanding.

Based on the observations and interviews above, it can be concluded that teacher have used various teaching strategies for the examples the implementation of questions and answers that have been

described above. Beside that similarities this study has a little bit differentiation between those studies. In Ni Luh Putu (2020) studies focuses on identify teaching strategies used by English teacher and the obstacles faced English teacher in teaching for young learners at SD Suta Dharma, Denpasar Bali. The next research in Medina Tumaggor (2018) study intend to investigating the reason why teacher used those teaching strategies in teaching speaking skills at SMP Methodist Banda Aceh. The last from study arranged by Nina Rosiana Putri (2021) focuses about the using of asycronous teaching strategies by English teacher as a solution to minimizing some obstacle faced by teacher in teaching the secondary school during online learning, while this research is focuses in investigating the application of teaching strategies and the obstacle on implementating of teaching strategies that faced by English teacher at SMP Al-Azhar Syifa Budi Surakarta during post-pandemic situation.

Moreover the researcher attempts to carry out the study about teaching strategies during the post-pandemic era where people already knows in post-pandemic people can be able to do their own activities normally especially for learning & teaching process. This kind of situation become more complicated for English teacher because students are more comfortable in studying online so they become less-motivate & less- interest in learning process, or students had difficulty to understand in learning material in offline learning because during online learning there are several obstacles such as an inadequate assessment and evaluation system so that their level of understanding & mastery of the material is

decressed. Well, by choosing an appropiate teaching strategis is very important to optimize the student adaptation process to getting maximum learning outcomes during the transition from online to full offline learning without slowing down the student learning process.

Those explanation is what makes the researcher interes in disscusing this phenomenon as main topic discussion in this research, because by describing this topic the author can convey certain insights to English teacher out there as reflection or consideration in dealing with various difficult situations, especially in teaching students during the post-pandemic. According the background above the researcher decide the main focus of this research is to analyze the implementing of teaching strategies by English teacher in eight grade at SMP Al-Azhar Syifa Budi Surkarta during the situation of Covid-19 pandemic. The writer also analyze the obstacle faced by English teacher while teaching student in pandemic situation. Based on the phenomenon above the writer is interested to analyze of the research entitled "Teaching Strategies In English Lesson During Post-pandemic Era At Eight Grade Of Smp Al- Azhar Syifa Budi Surakarta".

B. Identification of the problem

Based on the background of the study above, the author identify some problem in this phenomenon as follow:

1. English teacher of eight grade in SMP Al-Azhar Syifa Budi Junior High School in Surakarta has some difficulties on determining an appropriate teaching strategies in teach students who are used to learn

English through online learning methods during the pandemic situation.

2. English teacher of eight grade in SMP Al-Azhar Syifa Budi Surakarta has some difficulty on implementing teaching strategies in offline classes toward student who used to learning through online learning method during pandemic situation

C. Problem Statement

In this research, the writer formulates the questions problem of the study as follow:

1. What types of teaching strategies are used by English teacher in teaching students during the post-Pandemic at SMP Al-Azhar Syifa Budi Surakarta Academic Year 2022/20223?
2. What are the difficulties faced by the English teacher in implementing strategies to teach students of on SMP Al-Azhar Syifa Budi Surakarta Academic Year 2022/20223?

D. The objective of the Study

Based on e problems formulated above, the researcher define into 2 point, as follow:

1. To investigate the types teaching strategies used by teacher on English lesson at SMP Al-Azhar Syifa Budi Surakarta?
2. To explain the difficulties faced by teacher during implementation of teaching strategies in English class at SMP Al-Azhar Syifa Budi Surakarta?

E. The Limitation of the Problem

The researcher limits of this study is focus on teaching strategies used on English lesson in 2 classes of eight grade at SMP Al-Azhar Syifa budi Surakarta academic years of 2022/2023 in post-pandemic. This research uses a descriptive qualitative method and this research will be conducted in several meetings until data collection in the form of observations & interviews is successfully collected. The object of this research is teaching strategies used by English teacher at SMP Al-Azhar Syifa budi Surakarta. The writer also analyze the obstacle faced by teacher in implementing teacher strategies at SMP Al-Azhar Syifa budi Surakarta. This research conduct for several meeting until the data collection are completely

F. Significant of the Research

This study results hopefully can give some contribution for theoritically or practicically aspect:

1. Theoretical benefit

   This research can support and complement previous research or theories and will be useful information and reference for further research on the same topic especially for the implementation of teaching strategies by English teacher in English language learning.

2. Practical benefit

   This research finding can be a reflectionfor teacher on their teaching activities practice during extraordinary situation like corona virus pandemic right now.

This research finding can be a reference or perhaps an option for another teacher to face teaching English lesson during difficult situation.

G. Definition of Key Term

1. Teaching

   According to Brown (2004) explained teaching as a process that showing or helping someone to learn how to do something, giving instructions, guiding in learning something, providing new knowledge, causing knowing or understanding particular knowledge.

2. Teaching strategies

   Herell (2004) describes teaching strategy as an approach that can be used across curricular fields to support students in the learning process.

CHAPTER II

LITTERATURE REVIEW

A. Theoretical Review

1. English Language Teaching

Bennion (2005) stated that teaching is a training process of an individuals through the formation of habits, acquisition of knowledge, inculcation of ideals, and determining permanent interests. Brown (2000) explained teaching as a process that showing or helping someone to learn how to do something, giving instructions, guiding in learning something, providing new knowledge, causing knowing or understanding particular knowledge. Marrison in Rajagopalan (2019) teaching is an intimate interaction between mature and a younger individual designed to further the education of the latter. John Brubacher as cited in Rajagopalan (2019) argues that teaching is an adjustment or manipulation of situations where there are gaps or obstacles experienced by an individual and will be overcome by learning. Gage as cited in Rajagopalan (2019) stated teaching is a form of interpersonal influence that aims to change the potential behavior of others individual.

Smith as cited in Rajagopala (2019) further expanded the definition of teaching as a set of action systems involving agents (people who involved in those activities), clear goals, and two sets of situational factors including situations that are beyond the agent's control (consisting of class capacity, student characteristics, physical facilities, etc.) can be handled by agents

such as application of teaching techniques and strategies during class.

Edmund Amidon as cited in Rajagopalan (2019) describes teaching as an interactive process which is usually carried out through conversations in the classroom involving between teacher and students and occurs during defined learning activities. Davis et al. , Gagne et al. and Gage as cited in Rajagopalan (2019) have a significant contributions in defining teaching concept, and their views can be summarized as follows: Teaching is a scientific process, and its main components are content, communication and feedback. Davis and Glaser as cited in Rajagopalan (2019) have classified the teaching structure into four steps as follows: Planning a lesson that includes content analysis, identification and writing goals, Forming teaching that demonstrates teaching strategies to achieve teaching goals, Identify appropriate teaching and learning strategies to communicate content effectively, and Managing teaching and learning, which focusing on assessing the learning objectives of student performance, and generating feedback between teacher and students

International Encyclopedia of Teaching and Teacher Education as cited in Rajagopalan (2019) has classified the concept of teaching into three categories:

a. Teaching that signifies the success of learning is teaching that involves learning in teaching activities. In practice teaching 0requires learning and in other words teaching can be defined as an activity that certainly affects learning

b. Teaching as a deliberate activity means that teaching may not logically imply learning, but it is predictable that teaching will result in learning
c. Teaching as a normative behavior indicated actions taken with the intention of bringing another learning. It signifed a similar family of teaching activities both training and instracting are the main members and indoctrination.

Furthermore, Calderhead as cited in Rajagopalan (2019) states the concept of teaching is similar to that of a doctor where teaching is mostly in the form of problem solving and decision making. This conceptualization led to research directions focusing on investigating the information about students that teachers use to make decisions and how they adapt instruction to the individual needs of students. In addition, teaching strategies are often equated with learning strategies, even teaching and learning strategies take the same term, namely strategy, but both have completely different meanings. A learning strategy is a plan or set of actions used by students to make their learning easier, while a teaching strategy is a plan or set of actions used by teachers to achieve certain learning goals. In other words, the difference between teaching and learning strategies lies in their use and the purpose for which they are used.

Accordinng explanation above teaching can be concluded as a intimate relationship between teachers and students which contains learning activities carried out in the classroom that intend to achieve teaching objectives.

2. Characteristics of Teaching

According Rajagopalan (2019) there are at least 12 general characteristic of teaching:

a. Teaching is an effective interaction between teachers and students.
b. Teaching can be classified as an art as well as a science. Teaching is an art because it requires teachers to have talent and creativity in teaching. Teaching as a science involves a repertoire of techniques, procedures and skills, which can be systematically studied, explained and improved. A good teacher is one who can collaborate creativity and inspiration on a basic repertoire.
c. Teaching has a multiple types, such as formal and informal training, conditioning or indoctrination, etc.
d. Teaching is dominated by communication skills, both teaching branches of science, mathematics, arts, social and language. teachers required to mastering communication skills.
e. Teaching is tripolar process that consist of three points such as; educational objectives, learning experiences and change in behavior.
f. Teaching requires that teachers make good lesson plans, and teachers must formulate teaching objectives, teaching methods and evaluation techniques.
g. Teaching is suggesting and not dictating.
h. Good teaching provides a democratic environment, and teachers must respect students as students respect teachers, besides that teachers must encourage students to be more active in discussion sessions and question and answer sessions.

i. Teaching provides guidance, direction and support for students.

j. Teaching is a cooperative activity and teachers should involve students in various classroom activities, such as organization, management, discussion, reading and evaluation of results.

k. Teaching requires the teacher to be a kind and sympathetic person, and a good teacher to develop emotional stability among children.

l. Teaching is remedial that requires teachers to help solve student learning problems.

m. Teaching helps students to make adjustments in their lives.

n. Teaching is a professional activity that helps realize the harmonious development of children.

o. Teaching stimulates students' thinking skills and led students to apply independent learning.

p. Teaching can be observed, analyzed and evaluated.

q. Teaching is a specific task that can be taken as a set of component skills to realize a specific set of instructional goals.

3. Principles of Teaching

According Brown (2004) stated principles of teaching were devided into 3 point, such as:

a. Cognitive Principle

In general cognitives principles is a principles that focused on mental & intelectual function, cognitives principles iitself separate into five pieces, such as:

1) Automaticity principles

These principles tend to be unconscious processing of knowledge within a person, this is also related to Barry Mclaughlin's description of what is called automatic processing with peripheral attention to language forms. This principle helps humans manage the many complexities and quantities of language forms automatically by avoiding the basic language input process which emphasizes processing language input unit by unit, piece by piece, focusing on each form of language, and shifting to the process of peripheral attention or automaticity process. Beside that this principle became more efficient because it focusing on unconsious input through meaningful use and the purpose of the language use.

2) Meaningful Learning

Meaningful Learning is closely related to the automaticity principle which uses cognitive theory that focuses on meaningful learning rather than rote learning as a guide in teaching students. In other words, meaningful learning is the process of absorbing new information into memory structures or systems associated to existing cognitive structures, this combination creates a stronger retention than rote learning, it is more a process of absorbing many isolated pieces of information one by one. each other and not associated to the existing cognitive structure.

There are some characteristic of meaningful learning

that can be uses in classroom, such as:

a) Optimalizing the strength of meaningful learning by appealing student interest, academic, & carrer goals.
b) Every topic or concept is introduced should be related to student background knowledge. experience, or everything they already knows.
c) Avoid rote learning activity, like grammar, theory, drilling, memorizing, or any uneffective activity that doesn't have correlation to learning objective.

3) Anticipation Reward

Rewards are very effective for stimulating an increase in student learning outcomes by providing a target in the form of a reward either in the form of tangibles or intangibles at the end of the learning process. this is in accordance with the results of research from Scanner & other researchers. Occasionally reward can be very useful as a praise for correct responses, appropriate grades or scores to indicate success, or other public recognition. However, this brings some disadvantages for learning process because students become more dependent on reward or become less motivated in a learning that does not provide rewards at all. Therefore, anticipation of rewards is necessary because naturally humans will be driven to act by itself even without any rewards from other, and also teachers should helps student

to understand what are they doing and its relevance with their learning goals.

4) Instrinsic Motivation

One of the more powerful rewards is the intrinsic motivation of the learner himself. This principle is sourced from the needs, desires, or desires within themselves, This behavior becomes self-rewarding for itself so that students no longer need external rewards. If intrinsic motivation are fully applied student might don't need teacher anymore, because student can learn materials independently. However, teachers can provide appropriate services to students by presenting lessons or assignments related to student motivation or interest, this can improve student learning outcomes because by using these principles students feel happy, interesting, challenging, and most importantly students are not burdened while learning.

5) Strategic investment

Strategic investment refers to principles that emphasize students' intrinsic factors in the form of their own learning strategies or methods that can effectively support or enhance student learning success. The investment strategy requires the teacher to give full attention to all students in the class, and the teacher must summarize the results of their observations and apply various strategies & methods according to students'

learning method preferences.

b) Affective Pricniples

The affection principle is a principle that has a great relationship with emotional factors both related to an individual, relationships in the learning community, and about the emotional bond between language and culture.

1) Language Ego

Language Ego principle can be define as a warm & fuzzy principle, or a principle that treat student with affective tender loving care. Student as a second language learner more often felt silly, humilating, when lack of using word or grammar structure failure while practice face to face conversation. Actually those are a reasonable thing because theoritically even a smart grown person can be instantly transformated into two years baby that still in learn to speak. This fragility comes because their native language-based ego-strategic arsenal, which was normally well-developed and impervious to attack, suddenly becomes obsolete in the learner's perception. Furthermore, the teacher as a facilitator should do several ways to help students walk through those phases appropriately, those ways are: give as supportive treatment to student, make lesson plans that have both cognitive and affective content, Considering a language learner's ego status might help you to determine: who to

contact, who to ask for volunteer information, when to correct students' speech errors, how much to explain something, how to structure and plan an activity, who to place in which small groups or pairs how "tough" you are with a student, & give understanding to student that being in an environment where people speak English, if those feeling are completaly nomal & natural for them.

2) Self-confidence

The most important of this principle is to belief in itself to accomplish all of the task. In simple definition self-confidence is Students belief that they are fully capable of completing tasks is at least partials ways to achieving their success in completing an assignments. Some specific ways to apply self-confidence are to provide guarantees to students both verbally and non-verbally. It help student to relizing their own ability, so this can divert student who prefered to avoid or create a emotional deffensive wall change to complete their own assignment. The next is used sequence technique by giving the easier to the harder materials, this effective to build student self confidence by giving easy materials or test student might feel confidence to capable to finish the next materials.

3) Risk-Taking

Actually the principle of taking risks itself has a correlation with the two previous principles, so the student that

had been succesfully getting a sense of comfort & security by applying language ego principle & self-confidence that has been built by applying the principle of self-confidence So that it can be interpreted that students are fully capable of taking risks by practicing their second language by conversing or just asking questions. Indirectly students have declared themselves that they are really capable of completing their assignments, because actually successful language learners are people who has courage to take risks and then realize that language is something that is beyond their absolute certainty so that they can always get much better.

4) The Language Culture Connection

Language and culture have a close relationship with each other. Every time you learn a language, you indirectly learn about the culture of the speakers of that language. This principle focuses on the complex connections between language and culture. Whenever teaching a language, the teacher also teaches a complex cultural system, values, feel, act, and way of thinking. In addition to understanding language-cultural relations, students are required to deal with acculturation which consists of new emotions, social distance, or physiological adjustment to adapting with second language environment. Adapting with new cultural environment can also affect the success of their second language acquisition

process.

b. Linguistic Principles

Principle of language teaching is the core of language itself and how student to deal with those complex linguistic system.

1) The Native Language Effect Principle

The native language of the learners themselves has strong influence toward target language system acquisition process. Native system also provide both facilitation and intervention effect on new language acquisition process, but in general interfering effect become most dominant than facilitating effect, & often it even become more interferes or obstruct the acquisition process. In facing with the influence of the native language, the teacher tends to focus on giving feedback in the form of interference which is actually correct in the pedagogical aspect. However mistakes are something natural because humans tend to evaluate and improve their own mistakes. In facing with the influence of the native language, the teacher tends to focus on giving feedback in the form of interference which is actually correct in the pedagogical aspect. However mistakes are something natural because humans tend to evaluate and improve their own mistakes.

2) Interlanguage

When a child acquires their native language

gradually, for adults the concept also applies to them in the form of a systematic acquisition process of sounds, words, structures, & features of discourse. Meanwhile, the second language is more varied than the systematic or unsystematic linguistic forms or underlying language rules. Some language learners have to be systematic but on the other hand sometimes concepts that are pronounced correctly will be seen as wrong by native speakers. Applying systematic stages to students is sometimes become a challenge for teachers. According to many teachers' experiences or previous related studies, language learners with classroom instruction shows a significant difference to the speed & success with learners who applied interlanguage stages development. The important point of this principle is located to teachers feedback toward student in classroom. The important point of this principle lies in the teacher's feedback on students in the class. In contrast to the EFL context, which has many opportunities outside the classroom to use language communicatively, in this case the teacher is the only person available to be a partner in practicing English directly. in other words the teacher becomes someone who is responsible for the success of his students by providing positive cognitive & affective feedback

3) Communicative Competence

While Communicative competence structurally has

four important point: organizational competence (grammatical and discourse),. pragmatic competence (functional and sociolinguistic), strategic competence, & psychomotor skills. Those four communicative competence structure (include organizational, pragmatic, strategic, and psychomotor) become the most important because those structure is the goals of language classroom. The best goals that achieved from communicative competence is not just language usage but also awarenes on language use, not just accuracy but also fluency, to language authentic or context, & as a provision to student implementation in real life.

4. Teaching Strategies

   a. Definition

      The definition of teaching strategy itself has many versions according to each expert as follows: Herell (2004) describes teaching strategy as an approach that can be used across curricular fields to support students in the learning process. According Moriss and Stone teaching is a general design for a lesson consisting of the structure, instructional objectives, and an outline of the planned tactics needed to establish an adequate strategy in teaching process. Isaac (2010) stated that teaching strategies are teacher behavior in teaching which consists of: developing teaching strategies, giving proper stimulou, drilling student learning respons, and increasing student respon with extra

activities. It can be concluded that teaching strategy is an approach, guideline, outline or planned tactic used by teachers to assist students in achieving learning objectives.

b. Teaching Strategies & Related Concepts

Approaches, methods, & technique are three terms that often overlap with each other in language teaching process. People tend to use method terminology to refer to the three concepts before. It's important to understand the difference between those three terminology. Basically those terminology has a several renewal definition in each era. However in general they have the same hierarchical order, the first the approaches, then the methods, and finally the techniques. According Setiyadi (2019) approach is a set of correlative assumptions that relate to the nature of language and the nature of language learning and teaching. because it is based on assumptions & beliefs, different people may agree with different beliefs and assumptions that relate to the nature of language, learning and teaching. Automatically approaches have many types, but broadly approaches can be classified into structural, functional, & interactional. Those three types have different assumptions on the nature of language & teaching. Of course, this provide many different methods to suit the three types of approaches above. Therefore Setiyadi (2019) methods can be defines as a language teaching plans that are consistant based on a chososen approaches theories. The method should include the 4

steps of language teaching: selection, gradation, presentation & repetition.

Selection is the process of choosing the aspects of language to be taught, this is important because teachers cannot teach all aspects of language in a lesson. Gradation is the process where the teacher teaches the language aspects gradually according to the language aspects that have been determined in the selection. Presentation is a way for a teacher to transfer what is taught by communicating to students. Repetition is a process to hone students' language skills that have been taught previously by repeating material in the form of exercises and exams. The four steps of teaching are very important in teaching methods if the method does not contain these four aspects then the method is only considered a teaching technique. Setiyadi (2019) explain technique is a actual implementation of approaches & method in language classroom, or in other word is a specific activities practiced in the classroom that correspond to a method and therefore align with an approach as well. Techniques aren't exclusive to certain methods but sometimes different methods may have a same techniques eventhough they also have other different techniques. Technique can be develop Language teachers itself as long as the techniques are still consistent with the assumptions or theories of the methods derive. Therefore, techniques are at the implementation stage and are often called procedures, while approaches and methods are at

the design level.

5. Types of Teaching Strategies

In English teaching, teachers are required to understand the various types of teaching strategies because different teaching strategies also have different effects on student's learning processes. This is important because every student has different needs in the learning process and therefore teachers are required to give different priorities depending on student's learning needs. there are various teaching strategies has applied in English classes to help teachers and students in attain learning objectives. Several experts has explains various teaching strategies according different teaching situation. Wehrill and Nyquist (2003) stated there are several types of teaching strategies, such as:

1) Brainstroming

Brainstorming is the process of generated a number of ideas which an assessment will be postponed until the maximum number of ideas generated, then these ideas are analyzed, then the best solution will be identified, and an action plan developed. Conklin (2006) showed that brainstorming improves student teamwork and productivity in learning process. It also allows learners to generate as many ideas as possible in a short period of time. Brainstorming can be done in small groups and allows learners to share ideas in both written and oral form.

2) Case-Based Small Group Discussion

Case-Based Small Group Discussion: Small groups that

consist of 5-10 people handle a case-based task, students exchange point of views as they learn through the problem-solving process. In Problem Based Learning, first a problem is presented and students try to solving the problem through progressive disclosure by making hypotheses, exploring mechanisms, developing and researching learning problems, and applying new information to cases. Problem-solving strategies allow learners to work collaboratively as a team to solve problems proposed by the teacher. This strategy also increases learners' motivation through the use of English to resolve real-life problems, students are encouraged to practice speaking, which will make students not only think critically, but also learn as a team with others (Conklin, 2006).

3) Simulation

Simulation is a strategy of practicing a specific activity by students into the classroom learning process. This strategy is good for improving oral fluency because in practicing simulation the students are required to act as themselves in a certain situation, for example, attending a business meeting, setting a table in a canteen, and many more. Harmer (2007) points out three advantages of bringing simulation into the classroom which are that it is fun and motivating, it helps students who are reluctant to speak, and it provides a broader range of language as used in the world outside the classroom In addition, through this strategy students can

actively practice their English.

4) Demonstration

Wehrli and Nyquist (2003) state that demonstrations can include performing an activity so that learners can observe the actual activities & understand about how it is performed to help learners prepare for the transfer of theory to practical application. This particular teaching strategy allows learners to visualize what they will learn. For example, learners can experiment making something and explain it to their classmates and teachers. With the use of this strategy and exposure of English when demonstrating certain activities, it is likely that students will improve their speaking skills.

5) Game

The game is one of the teaching strategies that uses the game as a medium to apply learning theory. Harmer (2007, p.349) reveals that games "aim to get students speaking as quickly and fluently as possible". Games can also create fun learning. With a good awareness of the language items being taught that are taught through games and the selection of the right type of games, teachers can promote learning in a non-stressful way. Brewster, Ellis, and Girard (2002) state that games for teaching encourage learners to participate and motivate shy learners to speak. In other hand games are very useful for increasing student competition, participation, practice, and feedback during the learning

experience. Through the use of games in learning, both teachers and learners can create learning games that can help in the language classroom. Besides that in learning through games provides fluency practice that is dominated by the learners rather than the teacher.

6) Independent Study

Alrberta Independent study as an individual learning experience that allows students to choose a topic focus by themselves, define a problem or question, collect and analyze information, apply skills, and create products to demonstrate as learning outcomes. Learning activities are usually carriy out entirely by the learner (or group of learners) using resources materials. It can also be done using computer/web-based technology.

7) Question & Answer

Used question as a thinking stimulus and elaborating in entire thinking levels of human reasoning to atain particular objectives. Discussion is an appropriate teaching strategy to be applied in student-centered learning. Discussions can be prepared and unprepared as Harmer (2007, p.351) says that "some discussions just happen in the middle of a lesson; they are not prepared by the teacher, but if stimulated can create some active, fun and productive conversations in the language classroom". By

participating in large group discussions, students can archive their ideas and feelings and listen to others' perspectives.

8) Presentation

Presentation is a conventional teaching strategy and tends to be categorized as a classic teaching method. However, some teachers still implement this teaching strategy. Wehrli and Nyquist (2003) emphasized that lectures are "didactic presentations of information, usually to large groups and often with the use of audiovisual aids to convey the information & knowledge."

9) Role Play

In learning a language requires learners to learn about how to use it in real-life situations. Therefore, role-playing can be an appropriate teaching strategy that use in the learning process in the classroom. Harmer (2007, p.352) states that role-playing is very effective "to encourage general oral fluency or to train students for specific situations", e.g. being a receptionist, seeing a doctor, and so on. In other hand role play can be define as a teaching strategy that requires one or more students to play a certain role and try to imitate or pretend to be someone in that role. In role-playing, students are prepared to face situations where the student are requires to use English in the real life (Thornbury, 2005).

10) Direct Contact

The direct contact teaching strategy means that the classroom teacher invites a guest speaker in the form of a non-

native speaker during the teaching process. In language learning, direct contact with native speakers of the target language offers experience for students as well as a trigger to form the right attitude in using the target language or attitude in interacting with its speakers (Bartram, 2010). target and its speakers (Bartram, 2010). In practicing English speaking skills, teachers can invite native English speakers so that students can practice English speaking skills with native speakers.

11) Test

Test strategy is a strategy that provide insight about how learners think, act, or score regarding some particular topic or in other hand this strategy assessing learners knowledge about particular topic with particular assessment method.

12) One to One Strategy

Harmer (2007, p.122) explains that face-to-face teaching means "a learner discusses with a teacher one-on-one for several hours or weeks". This is usually called a 'private class'. Since in a one-to-one class, a teacher focuses on only one student, the student has a more opportunity to speak compared to a large class where the teacher has to divide his or her attention to more than one student.

Beside that, in Saskatchewan Educational (1991 as cited in Majid, 2013) there were explain five types of teaching strategies, such as: Direct Instruction, Indirect Instruction, Interactive Instructure,

Experiencetal Instruction, & Independent Study.

1) Direct Instruction

Direct Instruction is a strategy that applies teacher centered during the teaching process. This strategy is effective for expanding information and improving students' skills step by step. This strategy including preach, dictatic question, eksplisit study, practice, training, and demonstration.

2) Idirect Instruction

Indirect teaching involves students directly in observing, investigating, inferenting according data, and formulating hypotheses during the learning process. In indirect instruction teachers role as a facilitator, supporter, and source person in learning process. design a democratic learning environment to provide opportunities for students to be more actively involved in learning and sometimes teachers give a feedback to students when they have done an inquiry.

3) Interactive Instrcution

Interactive Isntruction refer to discussion and exchange ideas between each other. Seaman and Fellen (1989) stated discussion and exchange ideas will provide opportunities for the student in order to generating student reaction regarding new ideas, experience, insights, knowledge from other people, and stimulate student to create alternative in thinking. Interactive instructions designing

within group oriented and interactive methods. This instruction including small-group disscustion, and pairing student.

4) Experiencetal Instruction

In this instruction applies student centered and also uses activities oriented. Experiencetal instruction itself focusing in learning process. This instruction consist of simulation method and observation.

5) Independent Study

Independent Study is a strategies that itend to generate independent build initiative, independence, and self-improvement. Independent study focuses on designing independent study by student and also with the help of teachers. It is also can be conducted with their friend or with small-group study.

Jeremy Harmer (2012) in his book entitled “Teacher Knowledge: Core Concept in English language Teaching” has classify teaching strategies into several point as follow:

1) Listen & do

Listen and do is a strategy that uses "Rhymes and Chants", so students must perform the actions instructed by the teacher. This strategies typically apply total physical response method as a basic instruction in teaching process. Without them realizing it, in this strategy students can learn and practice the language directly.

2) Stories

This strategy uses stories as a teaching media to convey the

subject matter and eventually students have to tell and explain their understanding about what the teacher has conveyed to them.

3) Speaking Activities

Speaking activity is a strategy that uses a number of activities, media, and teaching techniques that can be in the form of games or anything useful to stimulate students' speaking skills.

4) Storytelling

Storytelling is teaching strategies that requires student to tell a story from their experience or fiction story from book class to sharpen their speaking skills.

5) Drama and Playingacting

Students practice speaking through role playing about certain situations, it can be in the form of daily activities such as buying food at a restaurant or playing a role of the character in a comic or fiction story.

6) Reading Aloud

Reading Aloud is a strategy that asks students to read material from books in class. This strategy is not effective enough but effective to assess students' reading fluency level.

7) Dictation

Dictation is a strategy that uses the dictogloss technique where the teacher dictates short sentences to be memorized and then tested. Sometimes the teacher dictates incomplete sentences and students have to complete the sentences.

Based on the explanation above, the researcher decided to choose the Wehrill and Nyquist (2003) theory as the basis for the analysis of the phenomenon of the application of teaching strategies by teachers in post-covid situations. The theory was chosen because Wehrill and Nyquist classify the types of teaching strategies into several types which are quite clear and complete enough to represent the theories of current teacher teaching strategies. This makes it easier for researchers to classify teaching strategies used by teachers without having confused to selecting several types of teaching strategies into one general type of strategy, with this situation researchers will more focus on observing the use of teaching strategies.

B. Previous Study

Some researchers had conducted studies that focused about teaching strategies in teaches English lesson. Researcher had listed several studies that had similar topic discussion about teaching strategies but had different method, subject, object, etc. The first studies written by Ni Luh Putu Titin Wulandari et.al (2020) . This research aims to investigate the implementation of teaching strategies used by fifth grade English teachers and the obstacles faced by English teachers in teaching English to young learners and it was conducted in SD Suta Dharma Denpasar Bali. The reseacher used qualitative descriptive research in their own research and the data were obtained observation and interview. The results of the data showed that there are at least 6 teaching strategies applied by the English teacher which were found during the observation process, such as: listen and

repeat, listen and do, question and answer, pairs, cooperative learning, and games.

Besides that the researcher found some obstacle faced by teacher during teaches English to young learners like a lack of knowledge in teaching TEYL and optimizing the use of suitable learning media during teaches English for young learners. The second studies conducted by Medina Tumaggor (2018) entitled "Investigating the Teacher's Strategies in EFL Speaking Class" explain about the reason why the teachers used those teaching strategis during teaches at Metodist junior highschool Banda Aceh. The investigation resulted in the application of the use of teaching strategies by an English teacher from a Methodist Junior High School in Banda Aceh during teaching speaking skills to students. In this research used descriptive qualitative method research and it also used observation and interview as a data collection method. In the investigation result showed that there are found roleplay, games, storytelling, and discussion strategies used by English teachers during teaching speaking skill to their student. The teachers used those strategies beacause they wanted to make student speak up and become more active in the classroom.

The third previous study arranged by Nina Rosiana Putri (2021) entitled "Investigating English Teaching Strategies To Reduce Online Teaching Obstacles In The Secondary School" explained about the using of asycronous teaching strategies by English teachers as a solution to minimizing some obstacle faced by teachers in teaching the secondary school during online learning. The study were conducted using qualitative

research and also uses case study approach in her research. The subject of this study were four English teachers in MAN 1 Bandar Lampung while in collecting data writer uses a quisionaire, interview, and observation. The data result indicate that the teachers applies asynchronous strategies use adequate alternative media, design lesson plans and materials before teaching, explain the material and give instructions to students, assess students work, and give a feedback in every task and practice as a student evaluation.

The fourth studies written by Ratna Juli Astuti (2021) entitled "An Analysis Of English Teachers' Strategies In Encouraging Young Learners' Participation" discuss about teaching strategies used by English teachers in encouraging student participant during learning process. The subject of this research was choose from two English teacher that teach young learners at Madrasah Ibtidaiyah Plus Ja-alHaq Bengkulu. Ratna Juli Astuti used descriptive qualitative and she used observation, interview, and documentation to collecting research data. In this research, researcher choose Bonnie Piller and Marry Jo to analyze teaching strategies that used by English teachers in encouraging student participant. Bonnie Piller and Marry Jo consist of nine teaching strategies are: demonstration, choral drill, look and say, pictorial illustration, verbal illustration, association, questioning, narration, and read and say. After conduct observation and interview researcher was found eight teaching strategies that was succesfully increase student participation in class. First teacher prefer used the strategy of verbal illustration 20,83%, demonstration and questioning

16,67%, while second teacher used verbal illustration strategy 23,80% and the questioning strategy 19,04%.

The last previous study written by Robiman Wahyu (2021) was arrange to investigate the implementing of reading comprehension teaching strategies by English teacher at MAN 2 Kota Jambi. The researcher was applicate descriptive qualitative method and using observation and interview to collecting the data. The participant of this research was two English teachers in ten grade in MAN 2 Kota Jambi. The result of data showed that in teaching reading conferhension the teachers was used Reciprocal teaching and Question-Answer Relationships, this strategies were succesfully became more effective in teaching reading comperhension because those strategies indicated can increase students more comprehend to read any text, beside that those strategies had succesfully increase student participant in learning reading conferhension.

Table 1.0
The Differences Previous Studies

No	Previews Study	Similarity	Difference
1.	Luh Putu Titin Wulandari et.al. Wrote Study entitled "Strategies Implemented in Teaching English for Young Learners in Primary School"	vestigate the implementation of teaching strategies and try to find out the obstacles faced by English teachers in teaching English	e subject of research and the use of different teaching strategies theory
	ıdy by Medina Tumaggor entitled "Investigating the Teacher's Strategies in EFL Speaking Class"	vestigate about the application of teaching strategies by an English teacher from Junior High School	e research objectives focus on invetstigating teaching strategies in speaking class

3.	na Rosiana Putri research study entitled "Investigating English Teaching Strategies To Reduce Online Teaching Obstacles In The Secondary School"	vestigating of implementing teaching strategies in learning process	e research subject that is a teacher in secondary school and objectives to investigating of the application teaching strategies to reduce online learning obstacle
4.	tna Juli Astuti entitled "An Analysis Of English Teachers' Strategies In Encouraging Young Learners' Participation"	vestigating of implementing teaching strategies in learning process	e subject of research that are teachers in Elementary School and the objectives of research is investigate teaching strategies in encouraging young learning participant
5	ıdy by Robiman Wahyu entitle "Teachers' Strategies in Teaching English Subject of Ten Grade at MAN 2 Kota Jambi"	vestigating of implementing teaching strategies in learning process	e subject of study are teacher in different level and research objectives investigating teaching strategies in reading comphrehension

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

The purpose of this study is to explain teaching strategies used by English teacher at SMP Al-Azhar Syifa Budi Surakarta in post-pandemic era. Based on the purpose of this study, the researcher applies qualitative research methods to describe the research object in the form of narrative explanation. According Creswell and Poth (2018) general qualitative research start with a opinion or assumption and then using theoretical frameworks to investigate and analysis some social phenomenon. Qualitative research designed as a place to devote all off researcher assumption or thought about a phenomenon.

The researcher uses qualitative descriptive technique, where Creswell (2012) defined that descriptive research is focused on making systematic and accurate descriptions based on the facts of research findings regarding predetermined research objects. Therefore researchers must carry out research stages systematically such as collecting data, analyzing, and looking for supporting data from observations or interviews. This research focus on investigating the application teaching strategies especially for Wehrill teaching strategies theory that used by English teacher of eight grade of SMP Al-Azhar Syifa Budi Surakarta during post pandemic era, and it's also explains about the obstacles faced by English teachers in implementing appropriate teaching strategies to

deal with the student behavior that accustomed learn English in online classes during the pandemic.

B. Data and Data Source

The research conducted at SMP Al-Azhar Syifa Budi Surakarta in 8th grade. The subject of research are the English teachers in 8th grade. The primary source of this research are the obervation result of using teaching strategies by English teacher at SMP Al-Azhar Syifa Budi Surakarta while the secondary source are the interview with the English teacher. This data source was chosen because the researcher have intership experience for three times and also SMP Al-Azhar Syifa Budi Surakarta x has good integrity and quality in teaching English learning.

C. Research Subject and Instrument

This subject of this research is English teacher of eight grade at SMP Al-Azhar Syifa Budi Surakarta. The primary instrument of this research is the researcher itself, this is accordance with Cresswell (2012) statement which explain about the key insturment of qualitative research is researcher itself. Thus, researchers must be involved in the entire research process because researchers function to determine the focus of research, select informants as data sources, collect data, assess data quality, analyze data, interpret data and make conclusions on this research.

D. Technique of collecting data

According to Miles & Hubberman (2014) the research result are collected through observation, interview, document, & artifacts. While

Cresswell (2012) qualify qualitative collecting data into 5 categories, namely observation, interview/questionaire, document, & audio visual materials. Meanwhile the researcher decided to use observation and interviews in the data collection process.

1. Observation

   Accordinng Cresswell (2014) observation is the process of collecting data by observing & taking fields notes (unstructured or semi-structured note) of some phenomena, behavior, or activities of an object at the location directly. The researcher conduct the observation in the English class in the eighth grade of SMP Al-Azhar Syifa Budi Surakarta in order to collecting information regarding the implementing teaching strategies during the post-pandemic situation. In this observation, the researcher acts as a passive observer without any intervention, and the researcher is only allowed to recording and taking field notes about all of the learning activities. It's also related to Creswell (2014) observation concept which explain in observation researcher as the observer might be engaged various role participant from non-participant even a complete participant.

2. Interview

   Meanwhile, Creswell (2014) also defines interviews as face-to-face dialogue with participants, telephone interviews, or engaging in group interviews to obtain certain information by asking questions to the person being interviewed. Qualitative interviews occur when

researchers asks general, open-ended questions to several respondents, and record whatever they respond to. Open-ended questions are very useful because by using this kind of interview the researcher not only accesses some information from their mind but it is also useful to access some information from their own perspective. The researcher used interview in collecting secondary data to supporting the observation data result as a primer data. In this study the researcher was interiewed the English teachers of eight grade at SMP Al-Azhar Syifa Budi Surakarta. In this study, the researcher applies semi-structured interview during the interview with English teachers. Before conducting the interview, the researcher will prepare several questions, then the researcher will ask the teacher one-on-one, and the researcher also records the interview as well as notes some important points conveyed by the teacher.

Table 2.0
Interview Guidelines

No.	Research question	Interview question
1.	What teaching strategies are used by English teachers in teaching students during the post-Pandemic at SMP Al-Azhar Syifa Budi Surakarta Academic Year 2022/20223?	1. What types of teaching strategies do you apply in teaching students in offline classes? 2. What teaching strategies are the most often used in teaching students in offline classes? 3. What are the reason do you use those teaching strategies in teaching students in offline classes?

		4. How do teaching strategies apply to students who are accustomed to learning English through online learning?
2.	What are the difficulties faced by the English teachers in implementing strategies to teach students of on SMP Al-Azhar Syifa Budi Surakarta Academic Year 2022/20223?	1. What difficulties do teachers face in applying teaching strategies in teaching students in the classroom? 2. What are the solutions in facing difficulties when implementing teaching strategies in teaching students in class

3. Document

Documents can be in the forms as a text or in printed form and in the form of electronic files. Documents are not just simple representations of facts or reality, documents are created for several purposes and for several forms of use (Flick, 2009: 257). In this study, the documents used are lesson plans (RPP) made by English teachers in class VIII of Al - Azhar Syifa Budi Junior High School Surakarta. In this document analysis the researcher tries to analyze lesson plan, that exactly located in learning steps that are consist of an activities that contain of teaching strategies usage. In learning steps, there are severals activities which indicated teaching strategies direcly or indirecly. Document analysis itself requires the researcher to analysis what are the teaching stratgeis that used by the teacher in teaches student in classroom & also analysis about the correlation between the observation result & interview result within document analysis

result.

E. Thrustworthiness of the Data

In analyzing and checking the validity of data result, the researcher applies triangulation technique to test the validity and readibility of the research data result to obtain valid data. Triangulation is a one of the data validity technique in qualitative research method. According Cohen (2017) triangulation can be defined as a technique to checking validity of the data with using several technique of collecting data. The objective of triangulation is to increase the readibility and validity level of the data finding. In addition, Cresswell (2012) also explained that triangulation is a process of strengthening data either with different sources (individuals), types of data (eg, field notes) or data collection methods used (eg, interviews, observations) in the description or research theme. qualitative. It can be concluded that triangulation is used by researchers to establish and check the validity of research. Denzin (2001) distinguish triangulation into four types: data triangulation, investigator triangulation, theoritical triangulation, and methodological triangulation (Miles & Huberman, 2014, 246).

1. Data Triangulation

   Data triangulation is a triangulation of data that uses many different data source or participant to get a valid data.

2. Investigator Triangulation

   Investigator triangulation, meaning that research requires many researchers to collecting or analyzing data in order to

minimizing biase from just a single researcher's perspective.

3. Theoretical Triangulation

   Theoretical triangulation requires researchers might be compare data finding with multiple relevant theoretical points of view. The researchers should be chooses one basis theory to compare the data finding with particular relevant theory. The use of many different theories can give researchers a better understanding regarding the phenomenon.

4. Methodological triangulation

   Methodological triangulation refers to a triangulation that requires more than one method of collecting data. Its mean researcher require to uses more than one method of collecting data to checking validity of data.

From those explanation above, the researcher applies methodological triangulation as thrusworthiness of data. Researchers collect data by using observation and also compare with the results of interview data to check or test the validity of the data.

F. Technique of Analyzing Data

In this Study, the researcher uses qualitative data analysis. Rossman and Rallis (2017) stated data analysis is a process of sorting, categorizing, grouping, and regrouping the data findings to co ncluding the meaning. According Miles and Hubberman (2014) explain the process of data analysis carried out from the beginning of data condensation to the drawing conclusions. They also explain data analysis

process into three types as follow: data condensation, data display, and drawing conclusions and verifying data.

1. Data condensation

   Data condensation is the process of selecting, focusing, simplifying, abstracting, or transforming the complete corpus or all data (written field notes, interview transcripts, documents, and other empirical materials) that have been collected into a complex summary. The researchers has to collect the data by using observation and interviews technique. The researcher tries to collect as much data as possible during the research, either on observations during lessons or interviews with English teachers at related schools. After that the researcher summarizes all the data result into a summary that consisting of several important points related to the research hypothesis.

2. Data Display

   The next step is presenting the data, after summarizing the results of the data with related research hypotheses, the researcher must present the data in compressed, organized, or simplified data so that the researcher can draw conclusions or take action. According to Sugiyono (2013), in qualitative research the data displays could be wrote in brief description, chart, relationship between categories, flowchart and its kind. Beside that Miles & Huberman (2014) explained that the display of qualitative data consists of various types of matrices, graphs, charts and networks.

All are designed to collect organized information into an easily accessible and concise form, this is useful for researchers to understand how phenomena occur and draw conclusions or analyze data more deeply, but they also explain the most frequently from of data display is narrative text. In this study researcher prefer to showed the data finding & analyze the data in narrative text.

3. Drawing conclucions/Data Verification

The last steps is drawing conclusion, the researcher should arrange conclusion based on data findings that has gained in research session before. Data findings must be verified in order to create a solid conclussion.

CHAPTER IV

RESEARCH FINDINNGS & DISCUSSION

In this chapter, researchers presented data analysis from the results of data collection. The data collection consists of documentation, interviews, and lesson plan documents obtained during the teaching process in the classroom by the 8th grade English teacher at SMP Al-Azhar Syifa Budi Surakarta. In analysing the research data, researchers pay attention to the three data collection result that consists of observations, interviews, and documents to find the application of teaching strategies used by English teachers whether it is in accordance with the theory formulated in chapter two above. The observation result indicated the implementation of the teaching strategies used by the English teacher when in the teaching process in class 8. Meanwhile, the results of the interview will clarify to the teacher about the observations results that have been collected before.

In addition, the interview results explained the reasons for the use of certain teaching strategies by English teachers during teaching English in the classroom. The lesson plan document is used as a comparison with the implementation of teaching strategies in the classroom, whether the teaching strategies used are in accordance with the lesson plan material that has been prepared by the teacher beforehand.

A. Research Findings

1. Teaching Strategies Used by English Teacher in 8th Grade at SMP Al-Azhar Syifa Budi Surakarta

The research findings are related to the application of teaching

strategies in regular English classroom that consist of four English basic competence (listening, speaking, writing, reading) that used by English teacher eight grade of SMP Al- Azhar Syifa Budi Surakarta. The explanation of data collection result will divide into two part that answers two research questions in the chapter one above. The first data findings explained about the answer of the first question research answer the first research question about what types of teaching strategies are used by English teachers in teaching eight grade students during the post-pandemic period at Al-Azhar Syifa Budi Junior High School Surakarta in the 2022/2023 academic year?. The next part explained the second research question about what are the difficulties that faced by English teacher in implementing teaching strategies in teach eight grade student of SMP Al - Azhar Syifa Budi Surakarta?.

From the observation, interview, & document analysis that carried out during 12 meetings in two different class, the researcher had found the data that in teaching in classroom the teacher used at least six teaching strategies from Wehrill & Nyquist (2003) theory such as Q & A, Presentation, Testing, Games, One to One strategy, Demonstration.

Table 3.0

List of Teaching Strategy

No.	Day	Q & A	Presentation	Test	Games	One to One Strategy	Demonstration	Brainstorming	Simulation	Small Group Discussion	Role Play	Dircet Cntact	Independent Study
01.	10/04/2023	V	V	V		V							
02.	11/04/2023	V	V	V		V							

03.	11/04/2023	V	V	V									
04.	12/04/2023	V	V	V									
05.	03/05/2023	V	V	V									
06.	15/05/2023	V	V	V									
07.	16/05/2023	V	V	V	V	V							
08.	16/05/2023	V	V	V	V	V							
09.	17/05/2023	V	V	V			V						
10.	22/05/2023	V	V	V			V						
11.	22/05/2023	V	V	V	V								
12.	23/05/2023	V	V	V	V								

The researcher concluded that teachers tend to use Q, & A (12 times), Presentation (12 times) and Testing strategies (12 times) more often when teaching students in class. The teacher also frequently used the other strategy like Games (4 times), One to One strategy (4 times), & Demonstration (2 times) as a variation in teaching students in the classroom & also so that students do not feel bored when learning English. Besides that there are several teaching strategies that aren't used by the teacher during teaches student in classroom, like a Brainstorming & Role play.

The Brainstorming itself doesn't used by the teacher because most of the student populations are unable to think more critical about specific topic intensively during learning process in classroom. Besides that the teacher should be more active in stimulating student critical thinking during learning process where it makes the learning process became teacher – cantered whereas the teacher want learning process to be student – cantered. Then Role Play strategy are not applied during observation process because the teacher didn't wasting much longer time for students

to practicing Role Play during the learning process. In Several times the teacher didn't even use the role play and tends to choose ask students to answer the questions rather than practicing the dialog with Role Play. The reason why Simulation strategy isn't used because it has a same reason with Role Play strategy besides that this strategy has a wider scope than Role Play so it wasting much longest times than the Role Play.

There are actually still one ways of teaching students, but they cannot be categorized as one of the Wehrill & Nyquist's (2003) teaching strategies because they're not qualified by definition or characteristic. In this case the teacher used a teaching ways that typically identic with Small Group Discussion in several times, but it cannot categorized as a Small Group Discussion because it's only required 2 students in finishing the assignment or discussion. The details data findings explained more clearly bellow:

a. Question & answer

Actually this strategy was used in multiple times & also during in observation the teacher always used this strategy in each meeting. Almost all the activities in each meeting were dominated with this strategy just like in open the meeting she also asking students condition & asking how is the student day, asking students in review the previous materials, discussing the materials, & checking students understanding with asking questions about details part of the materials. In implementing those strategy the teacher often used the same pattern in each meeting. Just like in the opening section, the

teacher greets students by asking how the students although there only a several students answered the question.

The teacher still repeats repeat this asking a question & even she also asking more interactive question like in meeting day three in Abu Dawud class & Tirmidzi class the teacher asking how's the student holiday is going to almost all the student in the class or in fifth meeting in Abu Dawud & Tirmidzi class she also asking student about how is the impression about Indonesia & Thailand match in previous night to student who had interest or hobby in playing football. In checking student understanding the teacher also asking a question to student about the explanation & give an example related to the materials that had discuss before. Just like in the fourth meeting the teacher asking a question about the "going to usage" to almost all of the students. Besides that according to document analysis, the Q & A strategy can be found in entire lesson plan that involving student & teacher oral interactions especially in questioning activities.

It's also complementing by the interview result that the teacher explain about "why are the teacher used this strategy in many times in entire meeting?" According to the teacher, the teacher applies this strategy because the teacher wants students to be more active in the learning process, besides that by using this strategy so that the students improving their speaking skills.

b. Presentation

This strategy is also became one of the most often used by the

teachers besides Q & A & Test strategy. In implementation during teaches students in classroom actually the teacher is usually used this strategy in three times explaining the materials, discussing the materials, & reviewing the materials. Actually the teacher also applied this strategy in the middle of another activities like in test or games in order to giving an addition explanation about particular topic. Just like in first & second meeting in both class, the teacher used this strategy in reviewing the materials especially explaining the mistaken that made by students in applying the material during the test. Then in third meeting teacher applied this strategy in explaining the new materials, in this application the teacher tried to explained the new materials with an analogy that related to student background knowledge especially that related to students activities for example when parents leave messages for their children when parents went out to buy some food for dinner.

In fourth meetings the teacher explained the details materials about "going to" usage in short message materials after watching the video presentation. In fifth meetings the teacher used this strategy to gives more details explanation about the new materials that had been introduced with demonstrate comparison degree materials with using a comparing the three different size bottle & also the teacher gives an additional materials about word changes in the comparative level such as the change from good to better & best in comparative & superlative forms during in the middle of discussing activities 6,7,8, 10, & 11. In

final meetings the teacher applied presentation strategy to rewind the previous materials that explained about the differentiation between “er” with “more” & “est” with “most” usage in the middle of the games.

In documentation result actually the Presentation strategy can be found in all the lesson plan more specifically in some activities that the teacher explained the materials or gives some feedback about student questions. While in interview the teacher explained about the reason in implementing this strategies, because eventhough the teacher tend to focused on implementing student – cantered, she also realized that the students still need some details explanation about the materials to provides a better understanding.

c. Test

Besides Q & A & Presentation, this strategy is one of the most widely used by teachers. Just like those two strategies, the teacher are continuously attempt to implement this strategy & often the teacher used this strategy as one of the main activity during the learning process. During first meeting students requires to make a recount text based on their groupmates experience. The students must wrote their groupmates story & tries to write at least 10 sentences that represented their groupmates experience. In second meetings the teacher asks the student to finish their assignment that consist of 20 multiple choice questions & also the student should finish their own task in 35 minutes then correcting & discussing their work together with the teacher.

Then in the third meeting after presenting the new material, the teacher asked students to create a one short message to their friend.

After finish their short message the teacher asked students to finish the next assignment in Cambridge handbook. In the fourth meetings the teacher gives an assignment to created short message, it's different the previous meeting which only made short messages and then presented them in class, at this meeting students had to make short messages and then display the short messages on the school madding & also wait for the receiver to reply to their messages. Actually, in applying this strategy the teacher combines it with other strategies which are games strategy. During fifth meetings the teacher asks the students to finish the activities 6, 7, 8, 10, & 11 & then discussing the answers together with the teacher. After that, the teacher also asks students to complete the next activity regarding true or false questions about comparison degree. The last meetings the teacher conducting games where the teacher asked students to made a comparison degree sentences spontaneously & rotated with their friends according to their seats so the teachers can also assessing students materials mastery with those games.

From the first lesson plan that discussed about recount text, the presentation strategy can be found in the learning steps of the first meeting, precisely in the introduction section which explains the learning objectives and the data collection column which explains about asking students to make groups and complete the task together.

Then in the second can be found in the learning steps of second meetings exactly in introduction column that explain the learning objectives & in associating & communicating column that explains the teacher asking students to do the instructions given by the teacher. In the next lesson plan that contain about short message materials, the presentation strategy can be found in main activities more precisely in inquiring, collecting, associating, & informing column that explained if the teacher instructs students to do an activity. Then in comparison degree lesson plan exactly in learning steps of the first meeting, there are several activities that are indicated as test strategies. More precisely in introduction section that inform about what is the materials to learn & the objectives of those activities & also it can be found in communicating column that explained the teacher gives feedback to students task. The test strategy itself is quite important for teachers because by applying the test strategy the teacher can assess the level of knowledge or mastery of student material. So the teacher can also provides an appropriate approach, method, technique, or strategies to answers the students' needs or interest during learning process.

d. Games

The Games strategy was only used more than four times during the observation, actually in the interview section the teacher explained that she used this strategy in many times but it was used in the early semester. So it can be concluded that actually teachers often use this

strategy but researchers only get four opportunities to see teachers implement this strategy during the observation. During the observations the teacher used games strategies in fourth & sixth meetings of course in both Abu Dawud & Tirmidzi class. In the fourth meeting, the teacher asked students to play a game that required students to send short messages to anyone in the school environment. She also announced if only the students who get replied by the receiver got mystery reward. Then in the last meetings the teacher also used games strategies that required the students to asked students to made a comparison degree sentences spontaneously & rotated with their friends according to their seats.

In this games the students is divided into five groups then compete against each other to get higher scores & earn more mystery reward. Eventhough this strategy are actually used in teaching students in the classroom, but actually games strategy itself isn't directly defined in the lesson plan. However it can be found in second meetings in short message & comparison degree start from introduction & main activities. In the implementation this strategy the teacher used this strategy as a variation during teaching student so the student didn't felt boredom in learning English in the class, beside that the teacher also used this strategy because in the early semester students find it difficult to adapt to their new classmates so that it can obstruct the learning process in class, the teacher hopes that by using this strategy students can interact more intensely with their new

friends. Therefore, this strategy is useful to strengthen the relationship between fellow students in the class as well as to strengthen their cooperation skills and self-confidence.

e. One to One Strategy

Besides games strategy, this strategy had only used four times during the observation period or in other hand same portion with games strategy. During observation periods the researcher only found this strategy used in first & fourth meetings both in Abu Dawud & tirmidzi class. It is happened because the teacher explained if this strategy was not quiet effective in time management so the teacher decided to used this strategy only four times during the observation period. Even in it implementation the teacher should combine with another strategy so it can be more effective rather than used One to One strategy as a main strategy. In the implementation the teacher more often combine this strategy with Test strategy because during finishing the assignment the teacher had several times that can allocated as a private class to all students who wanted consultation about the materials or the difficulties during finishing their assignments. Then the teacher can also understand about the level of student knowledge or mastery of particular material so that indirectly he can also assess students & analyze student needs or interests. Besides that the teacher also helps students who are shy to ask questions during the regular learning process in class by giving them a private space to ask all they need. Same as the previous strategy, this

strategy is not clearly explained in the lesson plan, but can be found in the same section of the lesson plan as the test strategy.

f. Demonstration

Demonstration was the most rarely used strategy by teachers, it used only twice in both Abu Dawud and Tirmidzi classes during the observation period more precisely in fifth meeting. The teacher used this strategy when teaching students about introduction of comparison degree therefore in practice the teacher used three different size bottles in order to gives explanation of comparison materials. During demonstrated comparison degree materials the teacher tries to compare the smallest bottle with the medium bottle & compare the smallest bottle with the biggest bottle. In demonstrated those materials the teacher let the student to observed & analyzed "what the teacher actually explained to them?" & after asking students about their understanding of the materials. The teacher still explained about the details materials to the students because they still need the teacher explanation to made better understanding about the materials.

Same with the other strategy, this strategy used as a variation in learning process especially in introduced the news materials to the student. The teacher itself admit if this strategy are suitable for introduced the new particular materials, besides that this strategy can also stimulated student critical thinking skill & gives better understanding with meaningful learning. This is also indicated if the teacher had been successfully implemented a relevant teaching

strategy with lesson plan that had been formulated before. In lesson plan documentation strategy can be found in introduction & informing column where the teacher informs & demonstrated the materials to the students.

B. Discussion

In this section, the researcher discusses the research findings and answers the problem formulation of "What teaching strategies are used by English teachers in teaching students during the post-pandemic period at Al-Azhar Syifa Budi Junior High School Surakarta in the 2022/2023 academic year? & What are the difficulties faced by English teachers in implementing strategies to teach students at Al-Azhar Syifa Budi Junior High School Surakarta in the 2022/2023 academic year?". In this discussion section, the researcher answers and analyses the use of teaching strategies with the theory of Wehrill & Nyquist (2003) which has been described in chapter 2. In addition, the researcher also explains and analyses the difficulties faced by English teachers in implementing learning strategies in English lessons in grade 8 of Al-Azhar Syifa Budi Junior High School Surakarta. So in explaining the problem statement, the researcher divides it into two parts, the first will discuss the use of teaching strategies & the second is the difficulties faced by teachers in applying teaching strategies in English lessons.

1. Teaching strategies used by English teachers on English lesson in 8th grade at SMP Al-Azhar Syifa Budi Surakarta.

a) Question & Answer

The first & the most widely used by the teacher in teaching

English are Question & Answer. This is normal because one of characteristics of teaching mentioned by Rajagopalan (2019) which states that teaching is an effective interaction between students & teachers, & almost all of interaction between student & teacher dominated by question & answer interaction. This is also in accordance with Wehrill & Nyquist (2003) theory that explain the use of this strategy emphasizes interaction with students, while the teacher only provides stimulating questions related to the material so that with this strategy students begin to guess & think more critically about what is being discussed. Besides that Wehrill & Nyquist (2003) also explained that the use of this strategy uses open-ended questions that have several correct answers & it's becomes adequate, simple, & effective strategy for practicing & increasing speech skills because students must speak English when asked questions by the teacher, although in reality students are still often used bilingual. This is also relevant to the interview results which explain that the reason why the teachers use this strategy because it's an adequate, simple, and effective in drilling speaking skills so that it is expected to keep students active and can also improve students' English speaking skills.

In the implementing teacher used this strategy in multiple times during the learning process such as when greeting students, discussing material, and checking students' understanding. This strategy isn't only focuses on the use in the implementation of learning materials during the learning process but also used for interpersonal interaction

between teachers & students or fellow student. Automatically the students become more relaxed & natural without being burdened with learning material, so their can improve their English speaking skills with more fun & comfort. It's also indicated if the teacher still pay attention to Affective Principle that introduced Brown (2004) that focused on emotional factor both related to individuals, relationship with learning community, or emotional bond between language & culture. Moreover, with prioritizing affective principle especially self confidence in implementing Q & A strategy it can be expected to increasing student confidence in practicing speaking.

b) Presentation

Presentation becomes most basic strategy used by Indonesian teacher or even an entire world teacher in every teaching process. It's usually form of dictated presentation information or audio-visuals presentation aids that contain about materials. However, in implementing this teaching strategy it will make the teaching process become teacher-centered whereas the teacher wants a teaching process that focuses on the student center oriented. However, she also realizes that the teacher must provide a more detailed explanation of the material discussed, so to overcome this the teacher must integrate the presentation with other teaching strategies such as Q & A or Demonstration.

Actually this strategy is teacher cantered that focused on teacher presentation about the new or just clarify information or

materials & it's had little opportunity for students to be active & think independently. So this is why the teacher integrated with another teaching strategy to optimize the teaching process to be more student centered. It's also relevant with Wehrill & Nyquist (2003) which suggest teacher to combine & integrated another interactive teaching strategy with presentation strategy to which is useful reducing presentation times as well as student boredom. In this case the teacher uses Q&A or sometimes demonstration in presenting the material, in the middle of the presentation, the teacher will ask students about the material that has been presented so that there will be interaction between student & teacher which will break the boredom during the presentation. Besides explaining about the materials, the teacher also used analogies, stories, or quote that related to student background knowledge & it's related to meaningful principle which is stated by Brown (2004) & Wehrill & Nyquist (2003) about the advantages of presentation strategy that mentioned in explaining materials it should be used explanation which related to student background knowledge & experience. This far the teacher usually used Q & A strategy in combining with presentation strategy, it used because Q & A strategy is the most adequate & easiest strategy to combining with other strategy & It's different than demonstration strategy that should used many preparations before. In the application of presentation strategy the teacher must divided presentation into three phase that consist of introduction, body, & closure which are the teacher introduce the

materials in the earliest meeting, then describing a clear explanation about the materials in the main meeting, & summarize, review, give a conclusion in the same time. It's accordance with Wehrill & Nyquist (2003) statement that in presentation the teacher must develop a solid introduction, body, & closure that complementing each other.

c) Demonstration

Just like the definition of Demonstration itself that was a performed an activity which explaining theory by practical application. The teacher used three different bottle & comparing those size to demonstrated comparison degree materials & let the student to observe & tries to understand about the materials by themselves. However in implementing those strategy the teacher should give a simple demonstration in order to achieving those objectives which stimulating students critical thinking skill. Actually this strategy worked greats where students getting curious about what the teacher was doing, this curiosity led the student to think more critically with analysing & processing those information to made a complete summarizing about what the materials is. Those was accordance with Brown (2004) statement that explain about Meaningful principle which are processing of absorbing new information into memory structures to existing cognitive structure or in other hand meaningful learning rather than used rote learning activity like grammar, theory, drilling, memorizing, etc. It's also related to Rajagopalan (2019) statement about characteristic of teaching that explain about if

teaching must stimulates student thinking skills & led student to apply independent learning. After it's felt the student start to understand about the materials that has been conveyed before, the teacher tries to encourage students to participate in practicing those demonstrations & it's useful to checking student understanding about the materials. This is relevant to Wehrill & Nyquist (2003) statement that explained about the teacher should provide opportunities toward learners to practicing what has been demonstrated.

d) Games

Games strategies is the most favourable strategy for student, it's effective to make student more enthusiast in learning the English materials. The teacher used games strategy because this strategy is actively involves student participant. This relevant with Wehrill & Nyquist (2003) theory that explain games are actively involves student participant & collaboration skill. That is why teachers use the strategy as a solution in solving an awkwardness problem in familiarizing themselves with new classmates & it's successfully stimulating chemistry between fellow student. In addition this strategy is useful to implementing Brown (2003) theory about self - confidence principle that stop creating emotional defensive & lead student confidence in expressing the materials & completing their assignment. In addition the teacher make games with many considerations because she should choose appropriate games that related to student understanding level so student can achieve the

learning objectives. Beside that the teacher should introduce the games & give clear instruction, with this strategy the student may become more confidence so that they can more active rather than interaction with teacher or fellow student but also completing their tasks assigned by the teacher.

e) Test

Teacher used this strategy because she want the student to knows & understanding their own ability about a particular topic materials with applying those materials student can evaluating & improving their own ability better. It's relevant with test strategy definitions itself that mentioned by Wehrill & Nyquist (2003) which are provides insight into how learners think, act, react or judge about a particular topic. In implementing test strategy the teacher often ask student to finishing activities in Cambridge handbook but sometimes the teacher asks students to finishing the tasks which has a difficulty level that has been adjusted to the student understanding level. Thus the teacher conducting this strategy in every meeting so with applying this strategy teacher can evaluated the teaching process regularly & also determine the adequate step in teaching student in order to improve student competence.

f) One to One Strategy

Even this strategy become the most ineffective strategy in consuming times. Actualy this strategy is identical with private class where the learning process only involves teacher &learners one by one

with discussing the materials more deeply. This strategy is the most intensive strategy because according Wehrill & Nyquist (2003) One to One strategy can define as a Instruction is given in a direct personal interaction between teacher and learner & it discussing information, demonstrating, questioning, problem-solving, directing learner's work, observing and assessing learner's performance, and providing feedback. In other words it's a private class that discuss about the materials with more specific or details & also accompanied by the teacher as an expert in learning process. This strategy can also be combined with other teaching strategies because it is actually a regular classroom learning but with more intensive & private. Students can freely ask questions & ask for explanations from the teacher in a more interactive way without any obstacles. In implementation the teacher just focused on intersive discussion with the student but that is enough for helping student to solve student problems & with this strategy the teacher also by using open ended questions the teacher can explore the thoughts and plans of students, assess their understanding, and stimulate/challenge learners with learners, so with this strategy the teacher can provide student appropriate solution according their specific needs.

2. **The difficulties face by English teacher in implementing teaching strategies on English lesson in 8th grade at SMP Al-Azhar Syifa Budi Surakarta.**

In an interview conducted on May 23, the researcher had

the opportunity to ask the teacher directly about the difficulties faced by the teacher & interviews result that had been shown above the researcher found that the teacher doesn't felt any difficulties when used strategy in teaches student in classroom she just considered those difficulties that she faced as an obstacle in teaching. She also explained that teacher as a facilitator in teaching & learning process had responsibility for guiding students in learning process so the teacher should not consider the problems encountered as difficulties but only an obstacle that must be resolved. In interviews the researcher asking question about the difficulties in choosing an appropriate teaching strategy during arranging lesson plan, the teacher answered if there is no difficulties because the teacher is used to made lesson plan, the teacher also explained teaching strategies has been included in the lesson plan but it isn't mentioned directly but only in the form of simple commands more pricesly in teaching step.

Beside that in those interview the teacher also explained about the solution in faced those obstacle with trial & error solution. The teacher should prepared all the important thing first like kind a lesson plan, teaching objectives, teaching methods, & evaluation technique, as explained by Brown (2004) about characteristic of teaching that required the teacher to arranged appropriate lesson plan, formulated teaching objectives, teaching methods, & evaluation technique. In those implementation strategy accordance with the materials from lesson plan, then she tries to applicated those strategy

in classroom & in the learning process she should observed the situation if it isn't conducive then the teacher will think of another solution by using another strategy & applying the strategy while teaching students. In other hand the teacher must be more flexible so the teacher should conducting observation, applicated teaching strategy, evaluating the result, & change another strategy if it necessary, it's relevant with Brown (2004) theory about characteristic of teaching about if in teaching it can be a process of observation, analyzation, & evaluation. For example, in teaching students in grade eight, at the earliest meeting the teacher uses another strategies then the next meeting she used games so that they become more enthusiast about learning, besides that they are also still in the transition period from grade 7 to 8 where they also have to change their classmates so it is expected that by using games in several times they will get chemistry between fellow classmates.

This showed that teachers admitting that the obstacles she faced are required teacher to adapting student's needs in learning process. In adapting what student's needs the teacher should conducting observation, analyzation, & evaluation in learning process that demanding teacher's awareness & flexibility sense to adapting to the learning process conditions in classroom. Besides that it's also indicated that the teacher are truly applicated teaching strategies related to her statement in the previous interview.

CHAPTER V

CONCLUSION & SUGESSTION

This chapter is the last part of this thesis & in this chapter the researcher explained about two part that consist of conclusion & suggestion. The first one provides a conclusion from the data findings & discussion result that had been elaborated in chapter four & the second one provides suggestions to several parties.

A. Conclusion

In learning process teachers has a crucial role in that process especially in organizing g, managing and guiding students to be more better person in many aspect. In teaches student actually there are many ways to teaches student more efficiently that had been explained by many experts, like using a appropriate Approaches, Method, Technique, or even Strategies. More specifically in teaches students in the classroom the teachers should used an appropriate strategies. The English teacher in SMP Al – Azhar Syifa Budi Surakarta especially at eight grade had used at least five strategies that consist of Question & Answer, Presentation, Demonstration, Test, & One to One strategy. The implementation of many different strategies there had many functions & reasons of its own.

The Q & A strategy was conducted to improving student's speaking skill & tightening the relationship between student & teacher at the same times. So with used Q & A, it expected to created harmonious relationship in learning

process so that the student can be more comfortable in learning English in the classroom. Then Presentation used as variation in learning English with showed presentation in form of lecture or audio-visual media like a creative video or powerpoint presentation that containing details explanation with interactive & interesting way. The next one is Demonstration, this strategy used as variation in teaches student same as Presentation before. The Test strategy used because it is useful for assess students understanding with some assignment that form of task or project. The last one is One to One strategy that applicated as additional section for students to learning materials more comprehensive privately.

Besides that the difficulties that the teacher faced in implementing teaching strategies in teaching student is in adapting the students needs during learning process that required teachers to be more flexible in teaches student in classrooms. In adapting student's needs the teacher should conducting observation, analyzation, & evaluation when learning process before fulfils student's learning needs so the teacher can provide an appropriate teaching strategies that answered what student's learning needs is.

B. Suggestion

In this section the researcher would like to give some suggestions for the better learning process toward several parties like a the teacher & the next researchers.

1. The teachers

In facing various student's characteristic, ability, & interest in

learning process the teacher should used an appropriate teaching strategies that related to the student conditions. With using appropriate teaching strategies the teacher can help students to improve student's English ability. Moreover before choosing an appropriate teachings strategies the teacher should be more aware to student condition & begin to conducting observation, analyzation, & evaluation to make conclusion about what the most suitable teaching strategies that answered the student needs. In addition the teacher should create harmonious relationship between both of them & besides that the teacher should make a supportive environment to help student maximize their ability.

2. The next researcher

For the next researcher who want conducting researcher based on teaching strategies topic. This thesis can be an additional reference for other researchers, but the researcher also suggests conducting research with a different main topic focus and different theories from experts.

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APPENDICES

A. Observation

1. Field noted

a. Field note from Abu Dawud class

1) Observation day 1 at Tuesday,11 April 2023

a) Diawal pertemuan guru membuka pertemuan dengan salam & menyapa siswa.

b) Guru mengajak siswa untuk mereview previous materials.

c) Guru mengalami kesulitan dalam mengkondisikan siswa

d) Guru meminta siswa untuk membuat contoh satu kalimat tentang recount text.

e) Guru bertanya mengenai karakteristik & structure kalimat recount text.

f) Guru meminta siswa untuk membuat kalimat recount text berdasarkan pengalaman teman kelompoknya.

g) Guru memberikan waktu kurang lebih 25 menit unntuk menyelesaikan tugas

h) Guru mempersilahka siswa untuk bertanya secara privat kepada guru mengenai kesulitan dalam mengerjakan tugas tersebut.

i) Guru meminta siswa untuk membawa hasil tugas mereka untuk dikoreksi guru

j) Guru memberikan review singkat mengenai recount text & kesalahan apa saja yang dilakukan siswa dalam membuat recount text sebagai evaluasi

k) Guru menutup pelajaran dengan salam

2) Observation day 2 at Wednesday, 12 April 2023

a) Guru membuka pertamuan dengan menyapa & bertanya kabar siswa.

b) Guru langsung memberikan tugas kepada siswa berupa soal pilihan ganda tentang recount text dengan jumlah 20 soal.

c) Guru meminta siswa untuk mengerjakan tugas scara berkelompok, mereka boleh mengerjakan dengan berdiskusi bersama atau membagi tugas.

d) Guru bertanya kepada siswa apakah sudah selesai atau belum.

e) Guru meminta siswa untuk menukar pekerjaan mereka untuk dikoreksi & diskusikan Bersama.

f) Guru meminta siswa untuk membaca soal & jawabannya.

g) Guru meminta siswa untuk menjumlah total nilai pekerjaan temanya.

h) Guru memberikan review mengenai materi recount text lagi kepada siswa

i) Guru menutup pertemuan dengan mengucapkan hamdalah.

3) Observation day 3 at Tuesday, 16 May 2023

a) Guru membuka pertamuan dengan menyapa siswa

b) Guru bertanya mengenai pengalaman kemarin selama libur lebaran.
c) Guru juga mereview Kembali materi recount dengan mengkoneksi dengan libur lebaran kemarin.
d) Guru menjelaskan materi baru mengenai Short Message dengan memberikan penjelasan berupa analogi & hal yang relevant dengan kehidupan siswa.
e) Guru meminta siswa untuk membuat kalimat short message secara berkelompok dengan temannya.
f) Guru meminta siswa untuk mengerjakan soal pada buku paket.
g) Guru mengajak siswa untuk mengkoreksi & diskusi pekerjaan mereka secara Bersama – sama.
h) Guru kembali mereview materi short message kepada siswa dengan bertanya mengenai ha – hal yang harus diperhatikan dalam short message.
i) Guru menutup pertemuan dengan bacaan hamdallah.

4) Observation day 4 at Wednesday, 17 May 2023
a) Guru membuka pertamuan dengan bacaan basmalah & bertanya mengenai kabar mereka.
b) Guru memberikan video presentasi dari youtube tentang short message lebih tepatnya mengenai structure grammar yang dipakai dalam short message.

c) Guru menginstruksikan siswa untuk memainkan games balas pesan berupa membuat short message & dikirimkan kepada siapa saja dilingkungan sekolah jika mereka dibalas maka mereka akan mendapatkan score dari guru.
d) Guru memberikan kesempatan pada siswa untuk bertanya secara privat dengan guru dalam mengerjakan short message.
e) Guru meminta siswa untuk mengumpulkan dulu pekerjaan merka untuk dikoreksi terlebih dahulu.
f) Guru lalu memberikan penjelasan jika short message akan ditempelkan pada madding sekolah untuk dibaca penerima pesan.
g) Guru menutup pertemuan dengan ucapan hamdallah.

5) Observation day 5 at Tuesday, 22 May 2023
a) Guru membuka pertamuan dengan mengucapkan bismillah & menyapa siswa selain itu guru juga bertanya mengenai pertandingan Indonesia vs Thailand semalam.
b) Guru memberikan materi Comparson Degree dengan demonstrasi berupa perbandingan ukuran antara tiga botol.
c) Guru meminta siswa untuk membuat contoh kalimat comparison degree dengan tiga botol tersebut.
d) Guru meminta siswa untuk mengerjakan soal pada activity 6, 7, 8, 10, & 11 di buku paket.

e) Guru meminta semuanya untuk mendiskusikan soal tersebut bersama – sama.
f) Guru memberikan penjelasan lagi mengenai detail materi ditengah – diskusi.
g) Guru meminta siswa untuk mengerjakan soal lagi mengenai true or false tentang comparison degree berupa comparative & supperlatives
h) Guru memberikan review mengenai materi hari ini.
i) Guru menutup pertemuan dengan ucapan hamdallah.

6) Observation day 6 at Wednesday, 23 May 2023
a) Guru membuka pertamuan dengan mengucapkan basmalah & menyapa siswa.
b) Guru memberikan reward kepada siswa yang pesan mereka dibalas oleh penerima.
c) Guru memberikan instruksi kepada siswa bahwa mereka akan mengadakan games berupa permainan sambung kalimat comparison degree berupa comparative.
d) Guru membagi siswa menjadi kelompok yang terdiri dari 5 siswa.
e) Guru memberikan penjelasan mengenai detail materi comparison degree ditengah – tengah games.
f) Guru meningkatkan kesulitan dengan mengunakan kalimat supperlatives & dilarang menggunakan kata yang pernha dipakai.

g) Guru menghitung score semua kelompok lalu memberikan reward.

h) Guru memberikan review mengenai materi yang telah dibahas.

i) Guru menutup pertemuan dengan menucapkan hamdallah.

b) Field note from Tirmirdzi

1) Observation day 1 at Tuesday,10 April 2023

a) Diawal pertemuan guru membuka pertemuan dengan salam & menyapa siswa.

b) Guru mengajak siswa untuk mereview previous materials.

c) Guru mengalami kesulitan dalam mengkondisikan siswa

d) Guru meminta siswa untuk membuat contoh satu kalimat tentang recount text.

e) Guru bertanya mengenai karakteristik & structure kalimat recount text.

f) Guru meminta siswa untuk membuat kalimat recount text berdasarkan pengalaman teman kelompoknya.

g) Guru memberikan waktu kurang lebih 25 menit unntuk menyelesaikan tugas

h) Guru mempersilahka siswa untuk bertanya secara privat kepada guru mengenai kesulitan dalam mengerjakan tugas tersebut.

i) Guru meminta siswa untuk membawa hasil tugas mereka untuk dikoreksi guru

j) Guru memberikan review singkat mengenai recount text & kesalahan apa saja yang dilakukan siswa dalam membuat recount text sebagai evaluasi

k) Guru menutup pelajaran dengan salam

2) Observation day 2 at Wednesday, 11 April 2023

a) Guru membuka pertamuan dengan menyapa & bertanya kabar siswa.

b) Guru langsung memberikan tugas kepada siswa berupa soal pilihan ganda tentang recount text dengan jumlah 20 soal.

c) Guru meminta siswa untuk mengerjakan tugas scara berkelompok, mereka boleh mengerjakan dengan berdiskusi bersama atau membagi tugas.

d) Guru bertanya kepada siswa apakah sudah selesai atau belum.

e) Guru meminta siswa untuk menukar pekerjaan mereka untuk dikoreksi & diskusikan Bersama.

f) Guru meminta siswa untuk membaca soal & jawabannya.

g) Guru meminta siswa untuk menjumlah total nilai pekerjaan temanya.

h) Guru memberikan review mengenai materi recount text lagi kepada siswa

i) Guru menutup pertemuan dengan mengucapkan hamdalah.

3) Observation day 3 at Tuesday, 15 May 2023

a) Guru membuka pertamuan dengan menyapa siswa

b) Guru bertanya mengenai pengalaman kemarin selama libur lebaran.
c) Guru juga mereview Kembali materi recount dengan mengkoneksi dengan libur lebaran kemarin.
d) Guru menjelaskan materi baru mengenai Short Message dengan memberikan penjelasan berupa analogi & hal yang relevant dengan kehidupan siswa.
e) Guru meminta siswa untuk membuat kalimat short message secara berkelompok dengan temannya.
f) Guru meminta siswa untuk mengerjakan soal pada buku paket.
g) Guru mengajak siswa untuk mengkoreksi & diskusi pekerjaan mereka secara Bersama – sama.
h) Guru kembali mereview materi short message kepada siswa dengan bertanya mengenai ha – hal yang harus diperhatikan dalam short message.
i) Guru menutup pertemuan dengan bacaan hamdallah.

4) Observation day 4 at Wednesday, 16 May 2023
a) Guru membuka pertamuan dengan bacaan basmalah & bertanya mengenai kabar mereka.
b) Guru memberikan video presentasi dari youtube tentang short message lebih tepatnya mengenai structure grammar yang dipakai dalam short message.

c) Guru menginstruksikan siswa untuk memainkan games balas pesan berupa membuat short message & dikirimkan kepada siapa saja dilingkungan sekolah jika mereka dibalas maka mereka akan mendapatkan score dari guru.
d) Guru memberikan kesempatan pada siswa untuk bertanya secara privat dengan guru dalam mengerjakan short message.
e) Guru meminta siswa untuk mengumpulkan dulu pekerjaan merka untuk dikoreksi terlebih dahulu.
f) Guru lalu memberikan penjelasan jika short message akan ditempelkan pada madding sekolah untuk dibaca penerima pesan.
g) Guru menutup pertemuan dengan ucapan hamdallah.

5) Observation day 5 at Tuesday, 22 May 2023
a) Guru membuka pertamuan dengan mengucapkan bismillah & menyapa siswa selain itu guru juga bertanya mengenai pertandingan Indonesia vs Thailand semalam.
b) Guru memberikan materi Comparson Degree dengan demonstrasi berupa perbandingan ukuran antara tiga botol.
c) Guru meminta siswa untuk membuat contoh kalimat comparison degree dengan tiga botol tersebut.
d) Guru meminta siswa untuk mengerjakan soal pada activity 6, 7, 8, 10, & 11 di buku paket.

e) Guru meminta semuanya untuk mendiskusikan soal tersebut bersama – sama.
f) Guru memberikan penjelasan lagi mengenai detail materi ditengah – diskusi.
g) Guru meminta siswa untuk mengerjakan soal lagi mengenai true or false tentang comparison degree berupa comparative & supperlatives
h) Guru memberikan review mengenai materi hari ini.
i) Guru menutup pertemuan dengan ucapan hamdallah.

6) Observation day 6 at Wednesday, 23 May 2023
a) Guru membuka pertamuan dengan mengucapkan basmalah & menyapa siswa.
b) Guru memberikan reward kepada siswa yang pesan mereka dibalas oleh penerima.
c) Guru memberikan instruksi kepada siswa bahwa mereka akan mengadakan games berupa permainan sambung kalimat comparison degree berupa comparative.
d) Guru membagi siswa menjadi kelompok yang terdiri dari 5 siswa.
e) Guru memberikan penjelasan mengenai detail materi comparison degree ditengah – tengah games.
f) Guru meningkatkan kesulitan dengan mengunakan kalimat supperlatives & dilarang menggunakan kata yang pernha dipakai.

g) Guru menghitung score semua kelompok lalu memberikan reward.

h) Guru memberikan review mengenai materi yang telah dibahas.

i) Guru menutup pertemuan dengan menucapkan hamdallah.

2. Observation Desciprtion

1) Teaching strategies used by English teacher in Abu Dawud class.

The research consisted of observation, document analysis, & teacher interviews conducted on April 11, this date, this date, this date, in the eighth grade in Abu Dawud's class. Indicated the teacher was used Question & Answer, Test, Role Play, One to One Strategy, & Presentation. The data findings would be described bellow:

a) The first meeting in Tuesday, 11 April 2023

The first meeting was discussed about recount text materials. When the researcher started the observation, the teacher was conducts assignment toward all the students. In this meeting the teacher began to interact with the student both with greeting the student, reviewing the previous materials about the concept of recount text, & asking quick question about an example of recount text to the student. Then the teacher also gave a group assignment to create a recount text based on the experience of a groupmate, besides

that the teacher also asked the students who had finished working to consult about their assignments one by one with the teacher.

After that, the teacher evaluates the students' assignment by showing and explaining the wrong parts, so student can able to realize & understanding about the their mistaken. In this first meeting, by considering the results of observations & interviews with related teachers, the researcher can conclude that the teacher uses the strategy used Question & Answer, Small Group Discussion, Test, One to One Strategy, & Presentation.

1) Question & Answer Strategy

In first observation, it was found that the teacher used this strategies in multiple-times, either in discussion materials or just make a small talk with students. Questions & answers was used in several times from the small things to the serious things like in greeting student, asking students activities, until discussion material. In using the question and answer method, the teacher tries to ask all students in the class without any exception. So teachers try to maintain interpersonal relationships with students continuously even if it's only asking about the same question.

Beside that, in discussing the assignment that had

been given in the previous week about creating a recount text based on their friend's vacation experience,

2) Test Strategy

The test strategy is a strategy that focuses on evaluating knowledge by giving examination to students to determine their level of mastery of the material and basic English competencies. The test that given for student can be form as an assignment such as multiple choice questions or descriptions. However, English teachers prefer to give project assignments to create recount texts according to their groupmate's experience.

In this task, each student has to interview or ask about their groupmates' experiences and then they have to write a short summary that consists of at least 10 sentences. In this task, students must fulfil all the language structure criteria of the recount text so they can be able to get a perfect score. In assessing students' assignments, teachers make standards assessment based on several things such as recount text language structure & grammar structure. When reviewing students' assignments, the teacher asks students to come forward with their groupmates so that students can find out the mistakes & shortcomings of their assignments. So by giving tests repeatedly, it is expected that students can

understand more clearly about the material had learned before.

3) One to One Strategy

English teachers use one-on-one discussions to provide a better understanding of the material by reviewing the material or providing corrections to students' assignments. In a private discussion with the English teacher, students are asked to explain & describe their assignments to the teacher and then the teacher also reads their assignments & corrects them by looking at recount text structure & grammar structure aspect. After explaining various aspects of recount text structure & grammar structure clearly, students are expected to be able to create recount text correctly by themselves. However, sometimes teachers conduct private discussions involving small groups of 2 students. So with that, teachers can still have intensive & efficient discussions with their students. Actually, the teacher also realizes that this strategy is less effective because it takes too much time, so the teacher uses this strategy at the last meeting of each learning material. So with this students are considered to be able to continue the next material in the next meeting.

4) Presentation Strategy

In implementation of presentation strategy, the English teacher used this strategy in multiple times but in this meeting the English teacher used presentation in the late of meeting. This is useful as a review about the materials that had learned before, this is also use for checking student understanding before jump into the next material. In this application, the English teacher also discusses the mistakes that often occur in previous group assignments. In this discussion the teacher also explains the important parts that must be underlined about the material that has been learned in this case discussing the meaning, function, text structure, & language structure of a recount text.

This strategy serves as an emphasis to students on the material that has been discussed in the previous few meetings. So this is also a statement for students that the previous material has been finished & also as a statement that they are ready to enter the next material.

b) The second meeting in Wednesday 12 April 2023

The second meeting conducted in Wednesday 12 April 2023 was filled with scoring the student. It’s totally different from the previous meeting because the teacher takes each student's score from the assignment that day. In scoring students, the teacher gives assignments in the form of test

which consist of 20 question that must be completed in groups. This test consists of 4 different recount text & 5 questions in each text. The teacher only gives approximately 35 minutes to complete those test. In doing the test, the teacher allows students to discuss or split the tasks with their groupmates. So it can be concluded that in this meeting teacher only used three teaching strategy namely Question & Answer, & Test strategy.

1) Question & Answer

In earliest meeting before conducting test, beside greeting student with asking how are the student condition, the teacher tries to asking student readiness to take an examination. After giving instruction about the examination, she asked the student if they had understood the instructions that the teacher had explained before. Then after waiting 35 minutes for the students to finish the task, the teacher again asked whether they had finished or not. When scoring the examination she asked about the right answers to each student so she can asses the student knowledge at the same time. Finally before closed the meeting she take the time to asking the student about their final score.

2) Test Strategy

Different with the previous assignment that focused on making a recount text, in this assignment student were

focused on analysing the recount text aspect & story to answering the questions. This assignment the teachers gives a test that consist of 20 multiple question & answers test about several recount text & as usual the teacher used a same template to making a small group that consist of 2 student. In this test the teacher only gives 35 minutes to complete it and then after that the teacher asks students to correct their work together. In correcting their work, the teacher asks students to read the story and then answer the questions with the correct answers. Based on the task, the English teacher wants students to understand the recount text material more deeply and not only be able to create recount text but also be able to analyse recount text.

c) The third meeting in Wednesday 3 Mei 2023

In the third meeting at Wednesday, 3 Mei 2023 in Abu Dawud class is discuss about new materials that focused on short message. This meeting still on introduction phase where teacher still explaining in basic level. However, in early meeting the teacher tried to review about the previous meeting (in this case recount text) with asking to student experience about how to spend their vacation in Eid Mubarak holiday. The teacher asking each student indiscriminately, so every student had a same opportunity to speak. After that teacher start to be entering the new materials with giving an

understanding by an analogy & case study that relevant with their daily activities. Then when students start getting the point, the teacher start to explain about what the materials is it. Shortly after a brief explanation about the materials (definition, text structure, & grammatical structure), the teacher asking the student to get into groups that consist of 2 or 3 people.

In the group discussion, the teachers gave instructions to create a short massage with their teammates and they had to complete it within 15 minutes. After 15 has passed, the teacher asking the student to read the result within their teammates in the middle of the class. The next agenda is working on assignment in package book at bla bla page, in this time the teacher instruct the student to finish the task by themselves. After everyone has completed the task, the teacher instructs the student to discuss each question one by one & try to find out the most correct answer. Then in the late meeting the teacher tries to review the materials that had learned in this meeting. Based on the explanation above that can be concluded the teacher was used Q & A, Presentation, & Test.

1) Question & Answer

In early meeting the teacher asking a question again about how to spend their Eid Mubarak holiday. In

this meeting, as usual, the teacher asked all students the same question, so that the student can continuously improve their speaking skills. After that in middle of presentation the teacher also continuously asking a question about the material that has been presented. Beside that in this meeting the teacher also gives a question about the example of this material. In discussion section the teacher also asking the student about the answers from their work result so that the teacher can knows about student understanding. Finally, in the last section before he closes the meeting, she asks the students about how the meeting was going especially about the material that has been learned.

Based on that explanation & interview the teacher explain that the teacher can knows the student progress, beside that the teacher also knows about student understanding.

2) Presentation

Presentation is one of the cores in this meeting because by using this strategy the teacher can deliver the material without obstacles. In presenting the material the teacher also asked students to keep paying attention to the material in the book. In delivering the material the teacher uses simple language and explanations, besides

that the teacher also uses analogies and case studies that are relevant to daily activities, so that by giving simple examples students can easily understand the material presented. The presentation is divided into two parts, first in this meeting discussing short texts that use the "will" structure and the next meeting discussing the same topic with the "going to" structure. At the end of the meeting, the teacher explains again about things that have not been conveyed before.

3) Test

Same as every meeting before the teacher always used test as a media to be improving student materials understanding & ability. So in every meeting the teacher must be give an assignment to student whether it's a project task or just doing questions from the textbook. Actually, in applications the teacher always used a same pattern, the teacher allows student to discuss in small group or just asking teacher privately. The strategy test is applied as a variation in learning because in the application of the strategy test the teacher can choose different types of assignments.

d) The fourth Meeting at Tuesday, 16 May 2023

In this meeting the teacher try to new formula with used another teaching strategies. In earliest meeting as usual

when opening section, she always open the meeting with greeting the student & saying basmallah together. After that, the teacher plays a video in lcd projector that explain about short message materials especially for the future tense usage. Then the teacher give a little explanation about the future tense & after that she gave instructions and announcements to all students, if today they would play a game together containing short message material. For the first time during observation, the teacher used games to make meeting become more interesting. When announcing the game, the students automatically showed their interest in this meeting. It's indicated that this strategy is relatively one of the most favoured learning processes by students. In the application of this games, teacher asking the student to wrote a short message to anyone in school environment. The student wrote the short message into small sticky note, in completing their work they allowed by the teacher to discussing with their friend. In the middle of the game, the teacher sometimes explains additional material about the characteristic details or text structure & grammatical structure of short messages. The teacher also checking & correcting their work before collects & displaying on the school madding. After finishing their work, the teacher announces to all students that students whose short messages were replied to would get a mystery

reward from the teacher. From that explanation it can be concluded the teacher used at least five strategies such as: Question & Answer, Presentation, Games, & One to One Strategy.

1) Question & answer

Same as the meeting before the teacher used this strategy in multiple times, the Q & A itself become the most used strategy by the teacher in this meeting. Just like usual the teacher used this strategy to greeting & open this meeting. The teacher asking to the student about how was their doing, she plays videos in lcd projector that contain about future tense material especially “going to” usage. After that the teacher asking about the videos content to all student so in other hand the teacher used this strategy to check student understanding about short message materials in this case discuss about “going to” materials.

After that she announce the details activities today in this case playing games together. She asked about the clarity of the instructions that had been given before. At rest of the time the teacher only asks about the students' work whether it has been completed or not.

2) Presentation

In this meeting beside using video as a

presentation media to explain the materials. She also explain the materials more details to the student. Although in many meeting the teacher only focuses on letting the students be the center of the learning process, sometimes the teacher provides additional explanations about the several part that the students have not understood yet. Often in the middle of a lesson the teacher gives an explanation so student can also practice the materials directly. Sometimes teachers only explain additional material when students ask about their difficulties while completing their work.

3) Games

For the first time during the observation conducted, finally the teachers used games strategy in teaches the student in class. When announcing the games the student looks more interesting than used another strategies. Before plays a games the teacher explain about the rule to all the students. The games that played in the form of sending messages to anyone at school. There is no specific receiver, the student can send the massage to whoever their want, they just need to think about the content & text structure or grammatical structure of short message. After completing their short message, they should put on their short message to the

school madding & waiting the answers from their receiver in the next day.

4) One to one Strategy

Although the teacher allows students to discuss their work with their group mates, the teacher still allows students to ask her directly. Eventhough students become the learning center, she also took her responsibility as a facilitator during the learning process. During implementing this strategy, she ask the student to asking their difficulties one by one, so they can get the explanation or solution more comprehensive.

e) The fifth Meeting at Wednesday, 17 May 2023

In the fifth Meeting discuss the new materials about "Comparisson". As usual the teachers greeting the students & she also asking a about Indonesia vs Thailand football match last night. After makes a small talks with students, the teachers put a three bottle in the front of class, & demonstrate the materials with those bottle so they can imagine the comparison materials directly. Then the teacher gives a details explanation of comparison materials about comparative & superlatives. After that the teacher ask the students to open Cambridge book in page 127 & she ask the student to working on activities number 6,7, 8, 10, & 11. Then the teacher ask the students to discuss the answers

together, in the middle of the discussion she gives explanation about the details materials. After finish activities number 6, 7, 8, 10, & 11, the teacher ask the student to working & discuss together about the true false activities in page number 139. Finally before close the meeting, the teacher review about those materials. From those explanation above that can be concluded the teacher used at least 5 strategies such as; Question & Answer, Demonstration, Test, & Presentation.

1) Question & Answer

Just like in previous meetings, the teacher used this strategy to open this meeting. In opening section, beside asking the student how was they doing, she also asking their impression about Indonesia vs Thailand match last night. Surprisingly the student looks interesting, they answer those questions with many responses. In implementation of demonstration strategy the teacher also ask the student about the bottle comparison in order to give an understanding about comparison materials. When discussing student work at activities 6, 7, 8, 10, & 11 the teacher ask students about the correct answers along with the explanation. Also in discussing the next work about true or false activities, she also ask student about the correct answers & those

explanations. At the end, she reviews the material by asking students about their understanding about the material.

2) Demonstration

The implementation of this strategy has explaining characteristics, so the student should give clear explanation in illustrated the analogy about comparison materials. During the demonstration the teacher used three bottles to make a comparison analogy, by using this analogy students became easier to understand the material. In demonstrated the comparison analogy with those three bottle, the teacher explain if the green bottle is smaller than the grey bottle, the grey bottle is bigger than the green bottle, & the white bottle is the biggest bottle in this table. After demonstrated those analogy, the teacher ask the student to repeat those sentences together.

3) Test

Just like an usual, the test strategy become routine for the student. So in every single meetings the teacher always used this strategy to checking student understanding, in this case she ask the student to doing tasks on activities 6, 7, 8, 10, & 11 that contain about comparative & superlative degree materials. In finishing

the task the student allows to discuss with their one friend with the leniency they had to complete the task within 25 minutes. In this section the teacher does not take students' scores so the teacher discusses activities 6, 7, 8, 10, & 11 together.

4) Presentation

In this meeting the teacher only used this strategy in three times. The first one is along with the demonstration strategies that explained about comparison analogy which used three different size of bottle. The second one in the middle of discussion about the activities 6, 7, 8, 10, & 11 that related to those activities. The last one is in the last section more specifically in review all the materials.

5) The sixth Meeting at Tuesday, 23 May 2023

In the earlies meeting, after greeting & asking about student how is doing, the teacher announce everyone whose the short message replied by the receiver. Besides announce that, teachers gives a reward toward student whose the short message replied by the receiver. Move to the next section, teacher ask the student to make a group into 5 groups that consist of 3 group containing male student & 2 group containing female student. In this section the teacher plays a game about comparative materials, students have to make

comparison sentences spontaneously & rotate with their friends according to their seats. In first round the student should make a comparative sentence about an animal, things, or member of the school. Then in round two the teacher increases difficultness with used supperlatives sentence & they aren't allowed to used the same adjectives. in calculating the score, each group that makes a wrong sentence will not be given a score and then for other groups each will get 1 score. During plays games together, in several times teacher gives an additional explanations about the materials. Based on those explanations, that can be concluded the teacher used Question & Answer, Games, & Presentation.

1) Question & Answer

   Because dominated by Games strategy the teacher only used Q & A strategy in several times, just like in opening section especially for greeting student, asking student understanding toward the teacher instruction about the game rules, & the last to checking student understanding about the comparison materials. So automatically in this meeting, Q & A strategy can't run optimally just like the previous meeting or even in this meeting Q & A strategy become less effective if combine with Games strategy

2) Games

Deemed to be an effective ways to teach students, the teacher tries to used the games strategy again. Unexpected by using this strategy, the students seemed more interested in learning English, even the games played were simple games. The games itself is just like a word games that required the students to make a comparison sentences spontaneously & rotate with their friends according to their seats. The games was divided into two round, the first round the student should make a comparative sentence about an animal, things, or member of the school. Then in round two the teacher increases difficultness with used supperlatives sentence & they aren't allowed to used the same adjectives. in calculating the score, each group that makes a wrong sentence will not be given a score and then for other groups each will get 1 score.

3) Presentation

It's same with the Q & A strategy, because this meeting focused on games strategy this strategy become less effective. The teacher used this strategy only for give an reminding purpose, just like for give an explanation about the used of "est" or "the most" affixes in superlatives sentences. Just as usual the teacher used this strategy in final section more precisely in review

section, the teacher explained the materials summary that containing about important part on comparisson materials.

2. Teaching strategies used by English teacher in Tirmidzi class.

Actually this class has a same teacher with the Abu Dawud class, so automatically in data result the are many similarities or even identic.

a) The first meeting in Tuesday, 10 April 2023

The first meeting was discussed about recount text materials. When the researcher started the observation, the lesson was focused on evaluating students' materials mastery. In evaluating students' mastery of the material, the teacher conducts assignment toward all the students. In this meeting the teacher began to interact with the student both with greeting the student, reviewing the previous materials about the concept of recount text, & asking quick question about an example of recount text to the student. Then the teacher also gave a group assignment to create a recount text based on the experience of a groupmate, besides that the teacher also asked the students who had finished working to consult about their assignments one by one with the teacher.

After that, the teacher evaluates the students' assignment by showing and explaining the wrong parts, so student can able to realize & understanding about the their

mistaken. In this first meeting, by considering the results of observations & interviews with related teachers, the researcher can conclude that the teacher uses the strategy used Question & Answer, Test, One to One Strategy, & Presentation.

1) Question & Answer Strategy

In first observation, it was found that the teacher used this strategies in multiple-times, either in discussion materials or just make a small talk with students. Questions & answers was used in several times from the small things to the serious things like in greeting student, asking students activities, until discussion material. In using the question and answer method, the teacher tries to ask all students in the class without any exception. So teachers try to maintain interpersonal relationships with students continuously even if it's only asking about the same question. Beside that, in discussing the assignment that had been given in the previous week about creating a recount text based on their friend's vacation experience,

Based on observation result, the English teacher used Question & Answer in almost all the learning process. This is relevant with what the teacher said in the interview:

2) Test Strategy

The test strategy is a strategy that focuses on evaluating knowledge by giving examination to students to determine their level of mastery of the material and basic English competencies. The test that given for student can be form as an assignment such as multiple choice questions or descriptions. However, English teachers prefer to give project assignments to create recount texts according to their groupmate's experience.

In this task, each student has to interview or ask about their groupmates' experiences and then they have to write a short summary that consists of at least 10 sentences. In this task, students must fulfil all the language structure criteria of the recount text so they can be able to get a perfect score. In assessing students' assignments, teachers make standards assessment based on several things such as recount text language structure & grammar structure. When reviewing students' assignments, the teacher asks students to come forward with their groupmates so that students can find out the mistakes & shortcomings of their assignments. So by giving tests repeatedly, it is expected that students can understand more clearly about the material had learned before.

3) One to One Strategy

English teachers use one-on-one discussions to provide a better understanding of the material by reviewing the material or providing corrections to students' assignments. In a private discussion with the English teacher, students are asked to explain & describe their assignments to the teacher and then the teacher also reads their assignments & corrects them by looking at recount text structure & grammar structure aspect. After explaining various aspects of recount text structure & grammar structure clearly, students are expected to be able to create recount text correctly by themselves. However, sometimes teachers conduct private discussions involving small groups of 2 students. So with that, teachers can still have intensive & efficient discussions with their students. Actually, the teacher also realizes that this strategy is less effective because it takes too much time, so the teacher uses this strategy at the last meeting of each learning material. So with this students are considered to be able to continue the next material in the next meeting.

4) Presentation Strategy

In implementation of presentation strategy, the English teacher used this strategy in multiple times but

in this meeting the English teacher used presentation in the late of meeting. This is useful as a review about the materials that had learned before, this is also use for checking student understanding before jump into the next material. In this application, the English teacher also discusses the mistakes that often occur in previous group assignments. In this discussion the teacher also explains the important parts that must be underlined about the material that has been learned in this case discussing the meaning, function, text structure, & language structure of a recount text.

This strategy serves as an emphasis to students on the material that has been discussed in the previous few meetings. So this is also a statement for students that the previous material has been finished & also as a statement that they are ready to enter the next material. Well, according to the explanation above, this strategy is useful as one of the core of the learning process in the classroom because this strategy acts as the main tool to convey material directly to students. so that by using this strategy the teacher can easily achieve learning objectives.

b) The second meeting in Wednesday 11 April 2023

The second meeting conducted in Wednesday 12

April 2023 was filled with scoring the student. It’s totally different from the previous meeting because the teacher takes each student's score from the assignment that day. In scoring students, the teacher gives assignments in the form of test which consist of 20 question that must be completed in groups. This test consists of 4 different recount text & 5 questions in each text. The teacher only gives approximately 35 minutes to complete those test. In doing the test, the teacher allows students to discuss or split the tasks with their groupmates. So it can be concluded that in this meeting teacher only used three teaching strategy namely Question & Answer, & Test strategy.

1) Question & Answer

In earliest meeting before conducting test, beside greeting student with asking how are the student condition, the teacher tries to asking student readiness to take an examination. After giving instruction about the examination, she asked the student if they had understood the instructions that the teacher had explained before. Then after waiting 35 minutes for the students to finish the task, the teacher again asked whether they had finished or not. When scoring the examination she asked about the right answers to each student so she can asses the student knowledge at the

same time. Finally before closed the meeting she take the time to asking the student about their final score.

3) Test Strategy

Different with the previous assignment that focused on making a recount text, in this assignment student were focused on analysing the recount text aspect & story to answering the questions. This assignment the teachers gives a test that consist of 20 multiple question & answers test about several recount text & as usual the teacher used a same template to making a small group that consist of 2 student. In this test the teacher only gives 35 minutes to complete it and then after that the teacher asks students to correct their work together. In correcting their work, the teacher asks students to read the story and then answer the questions with the correct answers. Based on the task, the English teacher wants students to understand the recount text material more deeply and not only be able to create recount text but also be able to analyse recount text.

c) The third meeting in Wednesday 15 Mei 2023

In the third meeting at Wednesday, 3 Mei 2023 in Abu Dawud class is discuss about new materials that focused on short message. This meeting still on introduction phase where teacher still explaining in basic level. However, in

early meeting the teacher tried to review about the previous meeting (in this case recount text) with asking to student experience about how to spend their vacation in Eid Mubarak holiday. The teacher asking each student indiscriminately, so every student had a same opportunity to speak. After that teacher start to be entering the new materials with giving an understanding by an analogy & case study that relevant with their daily activities. Then when students start getting the point, the teacher start to explain about what the materials is it. Shortly after a brief explanation about the materials (definition, text structure, & grammatical structure), the teacher asking the student to get into groups that consist of 2 or 3 people.

In the group discussion, the teachers gave instructions to create a short massage with their teammates and they had to complete it within 15 minutes. After 15 has passed, the teacher asking the student to read the result within their teammates in the middle of the class. The next agenda is working on assignment in Cambridge handbook page 127, in this time the teacher instruct the student to finish the task by themselves. After everyone has completed the task, the teacher instructs the student to discuss each question one by one & try to find out the most correct answer. Then in the late meeting the teacher tries to review the materials that had

learned in this meeting. Based on the explanation above that can be concluded the teacher was used Q & A, Presentation, & Test.

1) Question & Answer

In early meeting the teacher asking a question again about how to spend their Eid Mubarak holiday. In this meeting, as usual, the teacher asked all students the same question, so that the student can continuously improve their speaking skills. After that in middle of presentation the teacher also continuously asking a question about the material that has been presented. Beside that in this meeting the teacher also gives a question about the example of this material. In discussion section the teacher also asking the student about the answers from their work result so that the teacher can knows about student understanding. Finally, in the last section before he closes the meeting, she asks the students about how the meeting was going especially about the material that has been learned.

Based on that explanation & interview the teacher explain that the teacher can knows the student progress, beside that the teacher also knows about student understanding.

2) Presentation

Presentation is one of the cores in this meeting because by using this strategy the teacher can deliver the material without obstacles. In presenting the material the teacher also asked students to keep paying attention to the material in the book. In delivering the material the teacher uses simple language and explanations, besides that the teacher also uses analogies and case studies that are relevant to daily activities, so that by giving simple examples students can easily understand the material presented. The presentation is divided into two parts, first in this meeting discussing short texts that use the "will" structure and the next meeting discussing the same topic with the "going to" structure. At the end of the meeting, the teacher explains again about things that have not been conveyed before.

3) Test

Same as every meeting before the teacher always used test as a media to be improving student materials understanding & ability. So in every meeting the teacher must be give an assignment to student whether it's a project task or just doing questions from the textbook. Actually, in applications the teacher always used a same pattern, the teacher allows student to discuss in small group or just asking teacher privately.

The strategy test is applied as a variation in learning because in the application of the strategy test the teacher can choose different types of assignments.

d) The fourth Meeting at Tuesday, 16 May 2023

In this meeting the teacher try to new formula with used another teaching strategies. In earliest meeting as usual when opening section, she always open the meeting with greeting the student & saying basmallah together. After that, the teacher plays a video in lcd projector that explain about short message materials especially for the future tense usage. Then the teacher give a little explanation about the future tense & after that she gave instructions and announcements to all students, if today they would play a game together containing short message material. For the first time during observation, the teacher used games to make meeting become more interesting.

When announcing the game, the students automatically showed their interest in this meeting. It's indicated that this strategy is relatively one of the most favoured learning processes by students. In the application of this games, teacher asking the student to wrote a short message to anyone in school environment. The student wrote the short message into small sticky note, in completing their work they allowed by the teacher to discussing with their

friend. In the middle of the game, the teacher sometimes explains additional material about the characteristic details or text structure & grammatical structure of short messages. The teacher also checking & correcting their work before collects & displaying on the school madding.

After finishing their work, the teacher announces to all students that students whose short messages were replied to would get a mystery reward from the teacher. From that explanation it can be concluded the teacher used at least five strategies such as: Question & Answer, Presentation, Games, & One to One Strategy.

1) Question & answer

Same as the meeting before the teacher used this strategy in multiple times, the Q & A itself become the most used strategy by the teacher in this meeting. Just like usual the teacher used this strategy to greeting & open this meeting. The teacher asking to the student about how was their doing, she plays videos in lcd projector that contain about future tense material especially “going to” usage. After that the teacher asking about the videos content to all student so in other hand the teacher used this strategy to check student understanding about short message materials in this case discuss about “going to” materials.

After that she announce the details activities today in this case playing games together. She asked about the clarity of the instructions that had been given before. At rest of the time the teacher only asks about the students' work whether it has been completed or not.

2) Presentation

In this meeting beside using video as a presentation media to explain the materials. She also explain the materials more details to the student. Although in many meeting the teacher only focuses on letting the students be the center of the learning process, sometimes the teacher provides additional explanations about the several part that the students have not understood yet. Often in the middle of a lesson the teacher gives an explanation so student can also practice the materials directly. Sometimes teachers only explain additional material when students ask about their difficulties while completing their work.

3) Games

For the first time during the observation conducted, finally the teachers used games strategy in teaches the student in class. When announcing the games the student looks more interesting than used another strategies. Before plays a games the teacher explain

about the rule to all the students. The games that played in the form of sending messages to anyone at school. There is no specific receiver, the student can send the massage to whoever their want, they just need to think about the content & text structure or grammatical structure of short message. After completing their short message, they should put on their short message to the school madding & waiting the answers from their receiver in the next day.

4) One to one Strategy

Although the teacher allows students to discuss their work with their group mates, the teacher still allows students to ask her directly. Eventhough students become the learning center, she also took her responsibility as a facilitator during the learning process. During implementing this strategy, she ask the student to asking their difficulties one by one, so they can get the explanation or solution more comprehensive.

e) The fifth Meeting at Wednesday, 22 May 2023

In the fifth Meeting discuss the new materials about "Comparisson". As usual the teachers greeting the students & she also asking a about Indonesia vs Thailand football match last night. After makes a small talks with students, the teachers put a three bottle in the front of class, & demonstrate

the materials with those bottle so they can imagine the comparison materials directly. Then the teacher gives a details explanation of comparison materials about comparative & superlatives. After that the teacher ask the students to open Cambridge book in page 127 & she ask the student to working on activities number 6,7, 8, 10, & 11. Then the teacher ask the students to discuss the answers together, in the middle of the discussion she gives explanation about the details materials. After finish activities number 6, 7, 8, 10, & 11, the teacher ask the student to working & discuss together about the true false activities in page number 139. Finally before close the meeting, the teacher review about those materials. From those explanation above that can be concluded the teacher used at least 5 strategies such as; Question & Answer, Demonstration, Test, & Presentation.

1) Question & Answer

Just like in previous meetings, the teacher used this strategy to open this meeting. In opening section, beside asking the student how was they doing, she also asking their impression about Indonesia vs Thailand match last night. Surprisingly the student looks interesting, they answer those questions with many responses. In implementation of demonstration strategy

the teacher also ask the student about the bottle comparison in order to give an understanding about comparison materials. When discussing student work at activities 6, 7, 8, 10, & 11 the teacher ask students about the correct answers along with the explanation. Also in discussing the next work about true or false activities, she also ask student about the correct answers & those explanations. At the end, she reviews the material by asking students about their understanding about the material.

2) Demonstration

The implementation of this strategy has explaining characteristics, so the student should give clear explanation in illustrated the analogy about comparison materials. During the demonstration the teacher used three bottles to make a comparison analogy, by using this analogy students became easier to understand the material. In demonstrated the comparison analogy with those three bottle, the teacher explain if the green bottle is smaller than the grey bottle, the grey bottle is bigger than the green bottle, & the white bottle is the biggest bottle in this table. After demonstrated those analogy, the teacher ask the student to repeat those sentences together.

3) Test

Just like an usual, the test strategy become routine for the student. So in every single meetings the teacher always used this strategy to checking student understanding, in this case she ask the student to doing tasks on activities 6, 7, 8, 10, & 11 that contain about comparative & superlative degree materials. In finishing the task the student allows to discuss with their one friend with the leniency they had to complete the task within 25 minutes. In this section the teacher does not take students' scores so the teacher discusses activities 6, 7, 8, 10, & 11 together.

4) Presentation

In this meeting the teacher only used this strategy in three times. The first one is along with the demonstration strategies that explained about comparison analogy which used three different size of bottle. The second one in the middle of discussion about the activities 6, 7, 8, 10, & 11 that related to those activities. The last one is in the last section more specifically in review all the materials.

f) The sixth Meeting at Tuesday, 23 May 2023

In the earlies meeting, after greeting & asking about student how is doing, the teacher announce everyone whose

the short message replied by the receiver. Besides announce that, teachers gives a reward toward student whose the short message replied by the receiver. Move to the next section, teacher ask the student to make a group into 5 groups that consist of 3 group containing male student & 2 group containing female student. In this section the teacher plays a game about comparative materials, students have to make comparison sentences spontaneously & rotate with their friends according to their seats. In first round the student should make a comparative sentence about an animal, things, or member of the school. Then in round two the teacher increases difficultness with used supperlatives sentence & they aren't allowed to used the same adjectives. in calculating the score, each group that makes a wrong sentence will not be given a score and then for other groups each will get 1 score. During plays games together, in several times teacher gives an additional explanations about the materials. Based on those explanations, that can be concluded the teacher used Question & Answer, Games, & Presentation.

1) Question & Answer

Because dominated by Games strategy the teacher only used Q & A strategy in several times, just like in opening section especially for greeting student, asking student understanding toward the teacher

instruction about the game rules, & the last to checking student understanding about the comparison materials. So automatically in this meeting, Q & A strategy can't run optimally just like the previous meeting or even in this meeting Q & A strategy become less effective if combine with Games strategy

2) Games

Deemed to be an effective ways to teach students, the teacher tries to used the games strategy again. Unexpected by using this strategy, the students seemed more interested in learning English, even the games played were simple games. The games itself is just like a word games that required the students to make a comparison sentences spontaneously & rotate with their friends according to their seats. The games was divided into two round, the first round the student should make a comparative sentence about an animal, things, or member of the school. Then in round two the teacher increases difficultness with used supperlatives sentence & they aren't allowed to used the same adjectives. in calculating the score, each group that makes a wrong sentence will not be given a score and then for other groups each will get 1 score.

3) Presentation

It's same with the Q & A strategy, because this meeting focused on games strategy this strategy become less effective. The teacher used this strategy only for give an reminding purpose, just like for give an explanation about the used of "est" or "the most" affixes in superlatives sentences. Just as usual the teacher used this strategy in final section more precisely in review section, the teacher explained the materials summary that containing about important part on comparison materials.

No.	Day	Brainstroming	Small Group	Demonstration	Games	Q & A	Presentation	Role Play	Test	One to One
01	10/04/2023					V	V		V	V
02.	11/ 04/2023					V	V		V	V
03	11/04/2023					V	V		V	
04.	12/04/2023					V	V		V	
05.	3/05/2023					V	V		V	
06.	15/05/2023					V	V		V	
07.	16/05/2023				V	V	V		V	V
08.	16/05/2023				V	V	V		V	V
09.	17/05/2023			V		V	V		V	
10	22/05/2023			V		V	V		V	
11.	23/05/2023				V	V	V		V	
12	23/05/2023				V	V	V		V	

3. Photo Documentation

Picture 1.0
The teacher presenting recount text materials orally

Picture 2.0
The teacher gives an assignment about comparatives degree to the students.

Picture 3.0
The teacher asks the students to finishing activities 6, 7,8, 10, & 11 in Cambridge Handbook

B. Interview

The interview was conducted in several times, during the collecting data process interview was conducted in 5 times. In allocated interviews the researcher divided the interview into 6 times that consist of 1 interview in every 2 meeting & 1 interview on a separate occasion after the observation was completed. Before conducting the interview, the researcher planned to conduct the interview 7 times, but when conducting the second interview the teacher asked the researcher to conduct an interview after two meetings of the two classes (Tirmidhi & Abu Dawud) because in teaches those two classes the teacher used the same teaching strategies & it must be has a same answer.

Before conducting the interview the researcher made a question that related to problem statement & interview guidelines. The question

divided into two part, the first one is the question that asks about the application of teaching strategies by the teacher in every two days & the second one is the question that asks the details explanations about the entire application of teaching strategies like asking about the details when the teacher used the strategy into the difficulties that faced by the teacher while used teaching strategy, so the interview were conducted in the last research schedule exactly after the sixth meeting. The question & interview result will be shown below:

This interview was conducted in 12, 16, & 23 May 2023 after Abu Dawud & Tirmidzi meeting. In this interview the researcher asking a same question in every interview that asking about reasons of using a particular teaching strategy on that day. The interview results will explained below:

1. The first interview were conducted after Abu Dawud class at 12 May 2023 :

   Researcher: Assalamu'alaikum. wr. wb.

   The teacher : Wa'alaikumsalam. wr. wb.

   Reseacher : Selamat siang, bunda. Disini saya ingin mengadakan wawancara dengan bunda Dynda soal kegiatan mengajar tadi.

   The teacher : iya boleh, mas silahkan.

   Researcher : Jadi interview kali ini saya tanya soal teknis – teknis yang bunda Dynda yang terapkan dikelas kali ini. Jadi langsung saya, ya Bunda. Apakah selama dua hari ini bunda memakai teaching straregies Small Group, Q & A, Presentation, Test, or One to One Strategy?

   Teacher : Ya, kurang lebih saya pakai strategy itu, mas. Kalau Q & A,

Presentation, & Test itu wajib, mas terutama kalau memulai materi baru. Nah, kalau One to one strategy itu jarang saya pakai, mas. Cuman beberapa kali soalnya itu memakan banyak waktu.

Researcher : Oh, jadi tiap pertemuan itu wajib, ya Bunda harus ada Q & A, Presentation, & Test gitu bunda. Terus kalau boleh tahu alasannya apa bunda memakai Teaching strategies tersebut?

Teacher : Seperti yang saya jelaskan sebelumnya Q & A, Presentation, & Test itu wajib, mas. Soalnya itu pasti ada di RPP bagian langkah-langkah pembelajaran. Untuk Q & A sendiri saya pakai biar anak – anak lebih aktif, mas soalnya kalau nggak gitu mereka jadi pasif ditambah kalau saya pake strategy ini kan saya juga bisa melatih anak – anak buat speaking, ya walaupun jawabannya masih pakai bilingual tapi nggak papa, mas namanya juga masih belajar. Terus buat Presentation strategy itu ya buat menjelaskan ke anak – anak biar pada paham soal materi ya walaupun saya orientasinya berpusat pada siswa tapi mereka juga butuh dijelaskan, ya walaupun cumin sedikit. Kalau Test sendiri itu juga wajib soalnya kalau saya cuman memberikan materi saja nggak bisa jadi patokan juga, mas jadi saya juga harus ngasih latihan soal, kita sebagai guru juga kan perlu tahu kemampuan anak – anak nah caranya itu pakai Latihan soal. Nah buat yang satu lagi yang privat (One to One Strategy), itu jarang saya pakai, mas soalnya kan kaya tadi nggak efisien waktu, jadine lama saya sendiri juga harus ngakali dulu kalau mau pakai ini. Tadi kan masnya juga tahu kan saya pakai ini pas anak – anak lagi ngerjain tugas kelompok. Jadi saya membolehkan anak – anak tanya

langsung sama saya di depan itu buat ngasih pemahaman sama mereka, kalau tanya langsunng dikelas kan kadang mereka malu, jadi kadang – kadang saya juga membolehkan anak – anak tanya saya langsunng didepan. Jadi gimana, mas udah jelas kan?

Researcher : Udah, bunda kurang lebih udah cukup buat jawab pertanyaan saya. Ya udah bunda terima kasih sudah mau saya wawancara i, Assalmu'alaikum..

The teacher : iya, mas sama – sama, mas wa'alikumsalam. wr. wb

2. The second interview were conducted after Abu Dawud & Tirmidzi class at 16 May 2023 :

Researcher : Assalamu'alaikum Bunda

The Teacher ; Wa'alaimsalam. wr. wb. Gimana, mas mau tanya apalagi, mas?

Researcher : Iya, bunda. Kurang lebih kaya kemarin tanya – tanya soal alasan kaya kemarin.

The Teacher: oh, iya mas kalau gitu monggo dimulai

Reseacher : Jadi langsung saja, ya bunda pertanyaan pertama sama kaya kemarin. Apakah selama dua hari ini bunda memakai teaching straregies Small group, Q & A, Games, Presentation, Test, One to One

The Teacher: Ya, seperti biasa, mas untuk penggunaan strategy saya hampir mirip tiap pertemuan, mungkin cuman beberapa kali saja saya pakai strategy baru. Cuman kebanyakan saya pakai Small group, Q & A, Presentation, sama Test. Selebihnya fungsi sama alasanya sama seperti jawaban sebelumnya. Cuman mungkin ada perbedaan di porsi

& waktunya. Ya mas bisa artikan sendiri maksud saya kan nanti bisa diartikan par ditulis diskripsi.

Researcher : Iya, bunda jadi kurang lebih seperti itu, ya bunda. Terus buat pertanyaan kedua ini soal alasan bunda memakai Teaching strategies tersebut?

Teacher : Ya, kalau Q & A, Presentasi, Small Group, Test, sama privat (One to One Strategy) kurang lebih alasanya sama seperti kemarin. Cuman seperti yang saya bilang tadi porsinya yang berbeda. Karena yang paling dominan disini kan Games jadi yang lain cuman mengikuti misal kan hari ini saya pakai Games, nah otomatis Games jadi yang paling dominan untuk yang paling hanya saya pakai beberapa kali itupun cuman sebentar, yang agak lama paling yang berkaitan sama Games saja kaya Small Group sama Test itu saya rangkap jadi satu, kalau misal Q & A, Presentasi, itu saya cuman sebentar karna kan kita udah pengenalan materi pertemuan kemarin sama kalau Q & A kan paling cuman pas buka pelajaran sama tanya sudah paham tidak itu saja. Terus privat (One to One strategy) ya seperti biasa saya kasih kesempatan tanya sama saya langsung soal perkerjaan mereka jadi saya bisa langsung ngoreksi anak – anak. Kalau Games sendiri sebagai variasi, mas selagi Games itu berkaitan sama materi itu gpp itung – itung juga biar anak – anak seneng tambah semangat belajar juga. Jadi jatuh e Games ini kek booster buat mereka biar semangat belajar gitu. Bahkan dulu pas awal – awal semester anak – anak kan masih males – males istilahnya, say aitu sampe 3 kali pertemuan itu pake Games terus

biar mereka semangat belajar sampe segitune, mas.

3. The Third interview were conducted after Abu Dawud & Tirmidzi class at 23 May 2023 :

   Researcher : Assalamu'alaikum Bunda. Ijin mau wawancara.

   The Teacher: Wa'alaikumsalam. wr. wb. Iya boleh, mas monggo silahkan.

   Researcher : Jadi beberapa pertemuan in ikan bunda pakai teaching strategy baru. Nah, apa bener selama beberapa hari ini bunda pakai strategy baru Games, & Demonstration?

   Teacher : iya, mas, jadi untuk dua hari ini saya pakai strategy sama seperti minggu kemarin cuman kali ini saya coba pakai Demonstrasi sama Games.

   Researcher : Terus alasannya apa bunda pakai Teaching strategies tersebut? khususnya Demonstrasi soalnya yang lain kan kurang lebih kaya kemarin.

   Teacher : okey kalau gitu saya nggak jawab yang sama kaya kemarin soalnya kan kaya yang, mas bilang sendiri kurang lebih sama palingan cuman ini kan saya baru materi baru jadi biasanya saya cuman presentasi video kalau nggak, ya menjelaskan biasa. Nah, kali ini saya juga coba Demonstrasi buat mengenalkan materi baru kebetulan materinya kan Comparison perbandingan jadi saya pake yang gampang – gampang aja pake 3 botol tumbler buat ngasih gambaran comparatives sama superlative jadi itunganya ini cocok, Anak – anak sendiri saya ajak buat mikir kritis dengan analogi botol ini, jatuhnya kan

saya jelasin secara nggak langsung dengan analogy ini saya cuman ngasih clue – clue dikit sisanya mereka menyimpulkan. Tapi saya juga ngasih penjelasan juga diakhir barangkali ada beberapa siswa yang masih belum paham seperti itu, mas.

Researcher : Oh, iya paham – paham jadi agak ribet juga, ya bunda kalau nyoba strategy baru?

The teacher : ya jelas, mas soalnya kan kita belum tahu cocok nggaknya sama anak – anak. Plus in ikan juga butuh peralatan & persiapan juga. Kurang lebih gitu, mas gimana, mas udah cukup?

Researcher : Sudah bunda kalau gitu terima kasih buat wawancara hari ini, saya pamit dulu, ya bunda. Assalamu'alaikum.

4. The final interview was conducted at the tame times with the third interview but it has different focused question. In this interview the researcher asking about the important thing in the teaching strategy implementation that explained bellow:

   Researcher : Assalmu'alaikum Bunda

   The Teacher : Wa'alaikumsalam wr wb. Gimana, mas mau tanya apa?

   Researcher ; Iya, bunda untuk wawancara kali ini bakal jadi wawancara terakhir. Jadi langsung saja, ya bunda

   The Teacher : Nggih monnggo, mas

   Reseacher : Pertanyaan pertama saya mau tanya soal teaching strategies mana yang paling sering bunda gunakan, apakah ada teaching trategy tertentu yang jadi favorit bunda dalam mengajar.

   Teacher : Sejauh ini teaching strategy yang saya gunakan itu nggak ada

patokannya. Biasanya itu gonta – ganti biar anak – anak nggak bosen sama mengikuti materi juga. Tapi yang paling sering digunakan itu test karena setiap materi & pertemuan itu pasti ada focus skill tertentu seperti speaking, writing, maupun reading nah nggak setiap anak – anak itu menguasai semua skill itu beberapa ada yang lemah di writing ada yang kuat dispeaking atau sebaliknya, jadi test itu buat mengecek skill anak – anak sejauh mana mereka berkembang selain itu juga buat mengecek pemahaman anak mengenai materi juga.

Researcher: Terus sedikit menyerempet penjelasan diatas berati nggak semua Teaching strategies yang bunda biasa gunakan bisa diterapkan disemua materi?

Teacher : nggak, jelas nggak bisa contoh saya hari ini bawa benda (demonstration) besok udah nggak bisa bawa lagi, karena mereka udah bosen jadi hari ini bawa benda (demonstration) besok misal anak – anak yang bawa benda (presentation) jadi gentian menyesuaikan kondisi anak lagi.

Researcher: Okey, jadi kalau gitu kapan bunda menggunakan Teaching strategies? Jadi kaya misal apakah harus ada waktu khusus buat pakai teaching strategy missal kaya pas anak – anak bosen atau pas materi apa gitu.

Teacher: Mengikuti kondisi anak, mas umpamanya saya sebelumnya merencanakan mau pakai strategy ini tapi ternyata kondisi kelas tidak kondisif jadi saya langsung ganti strategynya. Sekarang kan kondisi anaknya lagi aman, rapi masih pagi jadi saya merencanakan pakai botol

(demonstration) ternyata sesuai kalau saya pakai ini kalau missal anak – anak lagi sibuk – sibuknya missal pada ikut kegiatan jadi dikelas hanya ada beberapa 15 orang aja yang harusnya 25 orang jadi saya kasih latihan soal aja kalau untuk penejelasan lebih lengkap saya nunggu kelas pas lengkap saja.

Reseacher : Nah menyinggung pas RPP ini bunda pas buat RPP bunda merasakan kesulitan nggak buat menentukan Teaching strategies dalam sebelum mengajar?

Teacher : Buat kesulitan sejauh ini nggak ada, mas. Karena RPP kan kita sebagai guru kan udah biasa buat jadi, ya biasa saja, strategy sendiri kan sebenarnya itu udah dicantumkan teaching strategynya cuman kan tersirat nggak secara gamblang ditulis strategy apa.

Researcher : Terus pas pratek itu gimana bunda apakah bunda mengalami kesulitan, nggak?

Teacher : Nggak sih, mas cuman kita sebagai guru, ya harus pinter – pinteran milih strategynya saja soalnya kalau strategy kan menyesuaikan kenyamanan guru sama jawab kebutuhan anak - anak juga umpamanya bunda pengennya games karena kebetulan juga awal – awal itu anak – anak masih peralihan antara kelas 7 ke 8 masih ganti temen jadi kasih games biar mereka muncul chemistry dengan teman barunya jadi dulu bunda kasih games terus bahkan sampai beberapa pertemuan terus habis itu mereka yang bikin games, saya kasih dulu materi besok kelompok ini harus cari tahu games yang cocok buat materi ini jadi mereka yang lead the games.

Researcher : Nah kalau gitu berarti bunda melakukan observasi sama evaluasi juga dong bunda, berarti observasi sama evaluasi itu bisa jadi solusi bunda? Terus ada tips – tips khusus nggak bunda buat hadapi kondisi kek gitu?

Teacher : Nggak ada tips khusus sih, mas cuman ya bunda riset dulu kaya kondisi kelas, kondisi anak kaya gimana misal kalau hari ini bunda pengen pakai strategy ini tapi ternyata gagal jadi bunda harus langsung ganti pakai strategy yang lain gitu jadi ya harus melihat kondisi anak karena kan kita ngajar itu harus melihat kondisi & kebutuhan anak juga.

Researcher : Oh, jadi ngikut mereka juga, ya bunda nggak bisa maksa harus pakai strategy ini itu

The teacher : Ya iya no kan disini kita sebagai fasilitator yang harus ngikut mereka butuhnya gimana.

Researcher : Jadi kurang lebih seperti itu, ya bunda. Sepertinya sudah cukup, bunda nanti kalau ada yang mau saya tanyakan lagi nanti saya tanya langsung lewat wa saja seperti biasa.

The Teacher : Iya, mas nggak usah sungkan santai saja.

Researcher ; Ya udah bunda saya kira cukup makasih sudah mau diwawancarai, saya pamit dulu. Asaalamu'alaikum.

The Teacher : iya sama – sama, mas wa'alaikumsalam. wr. Wb

According to the observation & interviews result that had been showed above & compared with data documentation bellow, it can be concluded that the interview result is quiet relevant with those two data collection & it also complete or give a details explanation of

the observation & documentation result. For example in this interview, the teacher answered all about the reason for using the particular strategy before & in those explanations was quiet relevant with what the researcher had been observed before.

C. Lesson Plan

1. Lesson Plan Recount Text

This part shown the document result about the lesson plan from the six meeting that had been observed by researcher before. The data display focused on teaching step where the teaching strategy used in teaching student in classroom. The document consist of three different lesson plan that used to teach student in every two meeting. The first lesson pan was containing about recount text materials, the second lesson plan containing about short message materials, & the last one was containing about comparison degree materials. The lesson plan explained bellow:

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP Al-Azhar Syifa Budi

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/2

Materi Pokok : Recount Teks

Alokasi Waktu : 8 JP (8 x 40 menit)

A. KOMPETENSI INTI (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

KOMPETENSI DASAR	NDIKATOR PENCAPAIAN KOMPETENSI
3.11. Membandingkan fungsi, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan	3.11.1 Dapat menyatakan, dan menanyakan tentang memberi dan meminta informasi terkait pengalaman pribadi di

meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya. 4.11. teks recount 4.11.1. menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangatpendek dan sederhana, tekait pengalaman pribadi di waktu lampau (personal recount) 4.11.2. menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di masa lampau (personal recount) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.	waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya. 4.11 . Mampu mengenali jenis teks recount. 4.11. 1.1. Mampu menganalisis struktur generik pada sebuah teks recount yang menceritakan pengalaman pribadi. 4.11.2.1. Mampu menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. TUJUAN PEMBELAJARAN

KD 3.11.

Siswa dapat menerapkan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan kegiatan/kejadian tentang memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, sesuai konteks penggunaannya.

KD 4.12.

Siswa mampu menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan lisan dan tulis yang melibatkan melibatkan kegiatan/kejadian tentang memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau,dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

Fokus Penguatan karakter : jujur dan percaya diri.

D. MATERI PEMBELAJARAN

Materi pokok

Teks lisan dan tulis berbentuk recount dengan menyatakan dan menanyakan tentang kejadian, dan peristiwa, pendek dan sederhana.

1. Teks recount

   My father cut down the old mango tree behind our house three weeks ago.

My brother, Rizal, and I saw a big piece of wood. Then we had an idea.

We told Dad we wanted to make garden benches. He agreed and he would help us.

Then he saw the trunk into three pieces. 25 cm in diameter, and 25 cm in height.

After that, Rizal and I rubbed them with sandpaper to make them smooth. Then, we dried them in the sun for one week.

When they were dry, we painted them, one green, one red and one blue.

Finally, we dried them in the sun again for three days.

My father cut down the old mango tree behind our house three weeks ago. (pict. No 1)

My brother, Rizal, and I saw a big piece of wood. Then we had an idea. (pict. No 2)

We told Dad we wanted to make garden benches. He agreed and he would help us. (pict. No 3)

Then he sawed the trunk into three pieces. 25 cm in diameter, and 25 cm in height. (pict. No 4)

After that, Rizal and I rubbed them with sandpaper to make them smooth. (pict. No 5)

Then, we dried them in the sun for one week. (pict. No 6)

When they were dry, we painted them, one green, one red and one blue. (pict. No 7)

Finally, we dried them in the sun again for three days. (pict. No 8)

Fungsi sosial

Menguraikan pengalaman, peristiwa, kejadian untuk melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.

Struktur teks

a. Orientasi: menyebutkan tujuan dan peristiwa/kejadian/ pengalaman secara umum
b. Uraian tindakan/kejadian secara berurut dan runtut
c. Penutup (seringkali ada): komentar atau penilaian umum.

Unsur kebahasaan

a. Uraian tindakan dalam Past Tense: Simple and Continuous, woke, took, went, got, did, had, was waiting, were sleeping
b. Adverbia penghubung waktu: first, then, after that, before, at last, finally, dsb.
c. Adverbia dan frasa preposisional penujuk waktu: yesterday, last month, on Monday, an hour ago, immediately, dsb.
d. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
e. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Topik

Peristiwa, kejadian, pengalaman yang terjadi di sekolah, rumah, dan masyarakat sekitar siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.

Multimedia:

Foto peristiwa, buku harian, dekorasi, yang membuat tampilan teks lebih menarik.

E. METODE PEMBELAJARAN

Scientific Approach dengan teknik discussion.

F. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

1. Media
    a. Video Audio Next Move Students' Book Track 1.24 sampai dengan 1.26. By Longman – Pearson.
    b. Video tentang kisah/kejadian di masa lalu (teks recount)
2. Alat/Bahan

    Gambar tentang runtutan kegiatan yang dilakukan seseorang dalam satu hari.

G. SUMBER BELAJAR

- Kementerian Pendidikan dan Kebudayaan. 2014. Bahasa Inggris *When English Rings the Bell* SMP/MTs Kelas VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Erlangga. 2017. Bright An English. SMP/MTs Kelas VIII. Jakarta

H. LANGKAH-LANGKAH PEMBELAJARAN.

Pertemuan Pertama (4 JP)

Table 3.0

Learning Steps

KEGIATAN	DESKRIPSI		WAKTU
	PESERTA DIDIK	GURU	
Pendahuluan	1. Menyiapkan diri dan menjawab sapaan dan salam 2. Berdoa dipimpin oleh ketua kelas. 3. Menjawab pertanyaan guru. 4. Memperhatikan tujuan pembelajaran dan topik yang akan dipelajari.	1. Menyiapkan fisik dan psikis siswa dengan menyapa dan memberi salam 2. Meminta murid untuk berdoa. 3. Menanyakan kegiatan siswa di rumah kemarin. 4. Menyampaikan tujuan pembelajaran dan topik yang akan dipelajari.	
Inti	**Mengamati** 1. Melihat gambar atau mendengarkan cerita guru tentang alur kegiatan tokoh siswa memperhatikan dalam gambar tersebut. 2. Memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisan teks recount. 3. Mencoba untuk menentukan gambar dengan alur cerita dari tokoh yang dibicarakan.	1. Menyajikan berbagai macam gambar yang akan dibicarakan dialur kegiatan yang dilakukan oleh tokoh dalam gambar tersebut. 2. Memberikan penjelasan fungsi sosial, struktur teks, unsur kebahasaan, maupun formal penyampaian	

	Menanya ngan bimbingan dan arahan guru, siswa mempertanyakan tentang bagaimana cara menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks recount acak tersebut.. **Mengumpulkan informasi** 1. Membentuk kelompok. 2. Membaca penggalan – penggalan cerita teks recount yang diberikan oleh guru per kelompok. 3. Mengamati objek dan kejadian padapenggalan – penggalan cerita pada gambar. 4. Mencoba menentukan dan mengurutkan penggalan cerita acak tersebut menjadi penggalan cerita yang	/penulisan teks recount. 3. Mengamati kegiatan siswa dalam menjodohkan gambar yang tersedia dengan cerita tokoh tersebut 1. Memberikan pertanyaan pengarah terkait dengan cerita dari teks recount tersebut. 2. Memberikan kesempatan atau mendorong siswa untuk bertanya tentang bagaimana cara menemukan gagasan pokok, informasi rinci /informasi tertentu dalam teks recount acak tersebut. 1. Meminta siswa untuk membentuk kelompok. 2. Memberikan penggalan– penggalan cerita kepada tiap–tiap kelompok untuk dibaca. 3. Mengarahkan siswa untuk mengurutkan penggalan cerita teks recount yang	

	benar perkelompok.	acak tadi sehingga menjadi cerita recount benar.	
Penu Tup	1. Menyimpulkan materi pembelajaran. 2. Memperhatikan guru. 3. Menulis pengalaman pribadi yang berkesan sebagai tugas di rumah. 4. Mengekspresikan perasaan saat mengikuti proses pembelajaran. 5. Mengucapkan syukur. 6. Menjawab salam.	1. Meminta siswa menyimpulkan materi pembelajaran hari ini. 2. Menanyakan apakah apakah siswa senang dengan kegiatan belajar hari ini. 3. Meminta siswa untuk menuliskan pengalaman pribadi yang berkesan sebagai tugas di rumah. 4. Memotivasi siswa semoga belajar hari ini bermanfaat dan mengucapkan syukur kepada Tuhan YME atas kesempatan belajar hari ini. Memberi salam.	

Pertemuan Kedua (4 JP)

KEGIATAN	DESKRIPSI		WAKTU
	PESERTA DIDIK	GURU	
Pendahuluan	1. Menyiapkan diri dan menjawab sapaan dan salam 2. Berdoa dipimpin oleh ketua kelas. 3. Menjawab pertanyaan guru.	1. Menyiapkan fisik dan psikis siswa dengan menyapa dan memberi salam2 2. Meminta murid untuk berdoa.	

	4. Memperhatikan tujuan pembel 5. ajaran dan topik yang akan dipelajari.	3. Menanyakan kegiatan siswa di rumah kemarin 4. Menyampaikan tujuan pembelajaran dan topik yang akan dipelajari.	
i	**Mengasosiasi** 1. Setiap kelompok siswa saling menganalisis (membandingkan) hasil kerja kelompok lain. 2. Di dalam kelompoknya, siswa mendiskusikan (menentukan dan mengurutkan) penggalan cerita acak tersebut kembali menjadi penggalan cerita yang benar. **Mengkomunikasikan** 1. Mempresentasikan hasil kerja kelompok di depan kelas. 2. Memperoleh feed back dari guru dan kelompok lain tentang hasil analisis yang disampaikan dalam kerja kelompok.	1. Meminta masing – masing kelompok untuk saling menganalisa hasil kerja kelompok lain. 2. Meminta siswa untuk mendiskusikan (menentukan dan mengurutkan) penggalan cerita acak tersebut kembali menjadi penggalan cerita yang benar. 1. Meminta masing-masing kelompok untuk mempresentasikan hasil kerja kelompok di depan kelas. 2. Bersama siswa memberikan feed back hasil analisis yang disampaikan dalam kerja kelompok.	
Penu Tup	1. Menyimpulkan materi pembelajaran.	1. Meminta siswa menyimpulkan materi	

	2. Memperhatikan guru. 3. Menulis pengalaman pribadi yang berkesan sebagai tugas di rumah. 4. Mengekspresikan perasaan saat mengikuti proses pembelajaran. 5. Mengucapkan syukur. 6. Menjawab salam.	pembelajaran hari ini. 2. Menanyakan apakah apakah siswa senang dengan kegiatan belajar hari ini. 3. meminta siswa untuk menuliskan pengalaman pribadi yang berkesan sebagai tugas di rumah. 4. Memotivasi siswa semoga belajar hari ini bermanfaat dan mengucapkan syukur kepada Tuhan YME atas kesempatan belajar hari ini. Memberi salam.	

I. PENILAIAN

a. Penilaian Proses

Lembar Pengamatan Sikap

Aspek yang Dinilai	**Catatan**				**Skor**
	K	**C**	**B**	**SB**	**K = < 60** **C = 60 – 69** **B = 70- 79** **SB = 80 - 100**
Kedisiplinan, kejujuran, kesantunan, kepercayaan diri dan tanggung jawab					

Pedoman penilaian:

1. Jarang menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.
2. Kadang- kadang menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.
3. Sering menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.
4. Selalu menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab

Untuk penilaian Sikap Spiritual dan Sosial (KI-1 dan KI-2) menggunakan nilai Kualitatif sebagai berikut:

SB = Sangat Baik = 80 - 100

B = Baik = 70 - 79

C = Cukup = 60 - 69

K = Kurang = < 60

Rubrik Penilaian Sikap

Aspek	Deskripsi
Jujur	Menentukan urutan gambar recount teks sendiri/tidak mencontek teman
Disiplin	Mengikuti alur kegiatan sesuai dengan waktu yang diberikan oleh guru.
Santun	

Percaya diri	Menanggapi simpulan perbedaan yang disampaikan siswa lain dengan menggunakan pilihan kata yang tidak menyinggung orang lain
Tanggung jawab	Mencoba menjawab pertanyaan guru dengan sebaik-baiknya.
Kerja sama	Menyelesaikan tugas dan menganalisis dengan sungguh-sungguh dan tepat waktu. Dapat berkerjasama dalam kelompok.

b. Penilaian Hasil

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Menyusun teks recount sesuai dengan urutan gambar dengan benar.	Observasi (accuracy, fluency, intonation)	Teks	Activity 2. Arrange the picture and explain it.
KETEPATAN DAN KESESUAIAN MENGGUNAKAN STRUKTUR	Observasi (accuracy, fluency, intonation)	Performance	Tell the result of your discussion in front of the class.

TEKS DAN UNSUR KEBAHASAAN DALAM MONOLOG TENTANG PENGALAMAN YANG MENYENANGKAN.			

Pedoman Penskoran :

Aspek	Skor
Accuracy, fluency and intonation	1- 4
Susunan teks tulis sesuai dengan fungsi social, struktur teks dan unsur kebahasaan.	1- 4

a. Aspek accuracy, fluency dan intonation

Keterangan:

1. Kurang lancer dan akurat dalam pengucapan dan intonasinya
2. Cukup lancar dan akurat dalam pengucapan dan intonasinya
3. Lancar dan akurat dalam pengucapan dan intonasinya
4. Sangat lancar dan akurat dalam pengucapan dan intonasinya

b. Aspek penyusunan teks tulis

lai akhir = jumlah skor benar X 4 or max

Penilaian untuk pengetahuanmenggunakan penilaian kuantitatif dengan skala 1 – 4 (kelipatan 0,33), dengan 2 (dua) desimal dan diberi predikat sebagai berikut:

A : 3,67 – 4.00	C+ : 2,01 - 2,33
A- : 3,34 - 3,66	C : 1,67 - 2,00
B+ : 3,01 - 3,33	C- : 1,34 - 1,66
B : 2,67 - 3,00	D+ : 1,01 - 1,33
B- : 2,34 - 2,66	D : ≤ 1,00

Mengetahui, Surakarta, 17 Juli 2022

Kepala Sekolah Guru Mapel Bahasa Inggris

H.Mustaghfirin, S.Sos.I.,M.Pd.I Dynda Wahyu Wardhani, S.Pd

RANCANGAN PROGRAM PENGAYAAN

KELAS VIII/SEMESTER 2/TAHUN 2022/2023

1. Mata pelajaran : Bahasa Inggris
2. Kompetensi dasar dan indikator pencapaian kompetensi

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
3.11. membandingkan fungsi, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya. 4.11. teks recount 4.11.1. menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan	3.11.1 Dapat menyatakan, dan menanyakan tentang memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya. 4.11 . Mampu mengenali jenis teks recount. 4.11. 1.1. Mampu menganalisis struktur generik pada sebuah teks recount yang menceritakan pengalaman pribadi. 4.11.2.1. Mampu menyusun teks recount lisan dan tulis, pendek

tulis, sangatpendek dan sederhana, tekait pengalaman pribadi di waktu lampau (personal recount) 4.11.2. menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di masa lampau (personal recount) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.	dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

3. Waktu Pelaksanaan

   Setelah selesai UH 3.111 dan KD 4.11.

4. Materi Pembelajaran

   Melaksanakan fungsi sosial teks recount dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.

5. Tujuan Pengayaan

   Untuk meningkatkan hasil belajar siswa.

6. Bentuk Pengayaan

   Tes tertulis.

7. Bentuk Instrumen Pengayaan

Activity 1 : Fill in the blanks in the text below using the right verb!

Yesterday was terrible day for me. I **(1)…** up late. Therefore, I went to school in a hurry. I rode my **(2) …** fast to arrive at school on time. I arrived at school as soon as the bell rang. However, when the teacher asked us to submit our homework, I remembered that I left mine at home. To prove I did the homework, the teacher asked me to submit the homework **(3) …** after school. Therefore, when the bell rang, I went back home to fetch my homework.

Activity 2 : Re-arrange the picture below and make a recount

text based on it!

Mengetahui,	Surakarta, 17 Juli 2022
Kepala Sekolah	Guru Mapel Bahasa Inggris
H.Mustaghfirin, S.Sos.I,M.Pd.I	Dynda Wahyu Wardhani, S.Pd

RANCANGAN PROGRAM REMEDIAL

KELAS VIII/SEMESTER 2/TAHUN 2022/2023

1. Mata pelajaran : Bahasa Inggris
2. Kompetensi dasar dan indikator pencapaian kompetensi

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
3.11. membandingkan fungsi, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya. 4.11. teks recount 4.11.1. menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur	3.11.1 Dapat menyatakan, dan menanyakan tentang memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya. 4.11 . Mampu mengenali jenis teks recount. 4.11. 1.1. Mampu menganalisis struktur generik pada sebuah teks recount yang menceritakan pengalaman pribadi. 4.11.2.1. Mampu menyusun teks

kebahasaan teks recount lisan dan tulis, sangatpendek dan sederhana, tekait pengalaman pribadi di waktu lampau (personal recount) 4.11.2. menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di masa lampau (personal recount) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.	recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

3. Waktu Pelaksanaan

   Setelah UH KD 3.11 dan 4.11.

4. Materi Pembelajaran

   Melaksanakan fungsi sosial teks recount dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.

5. Tujuan Remidial

   Untuk meningkatkan hasil belajar siswa, terutama mencapai KKM yang telah ditentukan.

6. Teknik Remedial

Tes tertulis.

7. Bentuk Remidial

   Anak diminta mengerjakan soal isian berdasarkan pilihan yang tersedia.

8. Bentuk instrumen remedial

Choose the best answer by crossing A,B,C or D!

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus.

1. The text above mainly discusses about……..

   a. the writer's trip to Yogyakarta

   b. the writer's first visit to Prambanan

   c. the writer's impression about the guide

d. the writer's experience at Yogya Kraton

2. The text is written in the form of a/an……

a. recount

b. narrative

c. report

d. anecdote

3. The purpose of the text is to…….

a. tell past events

b. entertain readers

c. describe the smugglers

d. report an event to the police

4. What are the big temples in Prambanan?

a. angkor wat, syiwa, and sudra temples

b. paria, brahmana, and temples

c. brahmana, syiwa, and wisnu temples

d. wisnu, syiwa, and borobudur temples

5. When did they go home?

a. On Saturday morning

b. On Friday evening

c. On Thursday evening

d. On Friday afternoon

6. Why did they only visit Brahmana and Syiwa temples?

a. because there was no wisnu temple

b. because wisnu temple was too smal

c. because wisnu temple was being repaired

d. because wisnu temple was being destroyed

Text 2

The police thought that two burglars started the robbery at 151 Pattimura street on Sunday afternoon. The burglars broke into the students' room while they were going to a football game. They never thought that while they were away, burglars would break into their boarding house.

7. The communicative purpose of this text is……

a. to retell events for the purpose of informing

b. to present perspective points about an issue

c. to describe the way they are

d. to acknowledge readers about informative events

8. The text is in form of a/an……

a. description

b. report

c. anecdote

d. recount

9. Where did the robbery take place?

a. at 151 Pattimura street

b. at 151 Gajahmada street

c. at 161 Pattimura street

d. at 212 Sisingamangaraja street

10. When did the robbery happen?

a. Sunday morning

b. Sunday afternoon

c. Saturday morning

d. Saturday afternoon

9. Lampiran : Nama siswa yang ikut remedial.

Mengetahui,	Surakarta, 17 Juli 2022
Kepala Sekolah	Guru Mapel Bahasa Inggris
H.Mustaghfirin, S.Sos.I,M.Pd.I	Dynda Wahyu Wardhani, S.Pd

2. Lesson Plan Short Message

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP Al-Azhar Syifa Budi

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII/ 2

Materi Pokok : Short Message, Announcement, Notice

Alokasi Waktu : 8 x 40 menit (8 JP)

A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi) santun, percaya diri, dalamberinteraksi secara erektif dengan lingkungan sosial dan alam dalam jangkauan`pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tenteng ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. TUJUAN PEMBELAJARAN

KD 3.8.

Siswa dapat Menerapkan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait menyatakan dan menanyakan tentang Short Message, Announcement, Notice, sesuai konteks penggunaannya

KD 4.8.

Siswa mampu menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan lisan dan tulis yang melibatkan tindakan memberi dan menyatakan dan menanyakan tentang Short Message, Announcement, Notice,dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

C. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

KOMPETENSI DASAR	NDIKATOR PENCAPAIAN KOMPETENSI
3. 12. membandingkan fungsi, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat, dan pengumuman/pemberitahuan(notice), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya. 4.12. teks pesan singkat dan pengumuman/pemberitahuan (notice)	3.12.1 Dapat menyatakan dan menanyakan teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks pesan singkat, dan pengumuman/ pemberitahuan (notice), sesuai dengan konteks penggunaannya.

4.12.1. menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat, dan pengumuman/pemberitahuan, (notice) lisan dan tulis, sangatpendek dan sederhana, tekait kegiatan sekolah.	4.12.1. Mampu menyusun pesan singkat, dan pengumuman/ pemberitahuan (notice) sangat pendek sederhana. 4.12.1.1 Mampu menyusun pesan singkat, dan pengumuman/ pemberitahuan (notice) sangat pendek sederhana dengan memperhatikan fungsi sosial , struktur teks dan unsur kebahasaan yang benar sesuai konteks.

Fokus Penguatan Karakter : disiplin dan gotong royong.

D. MATERI PEMBELAJARAN

Fungsi Sosial

Pesan singkat dan pengumuman/pemberitahuan adalah teks yang digunakan untuk memastikan suatu tindakan dilakukan atau tidak dilakukan, sesuai dengan yang tertulis secara eksplisit.

Sruktur Teks

Pesan singkat dan pengumuman/pemberitahuan biasanya langsung menyatakan secara eksplisit tujuannya, yang biasanya berupa perintah, instruksi, himbauan, larangan, atau pencegahan. Tujuan ini dapat diikuti atau tidak diikuti informasi rincinya.

Sebagai contoh:

Pesan singkat:

- Sorry, I'm in a meeting now.
- I'll call you back in 10 minutes.
- Make sure you lock the gate when you leave.

Pengumuman/Pemberitahuan:

- The flag ceremony will be held on Monday , 17 August. Attendance is a compulsary.
- The Choir Club is to meet and practice on Monday afternoon after school in the hall. Cheers, Ibu Ani.
- An exam is in progress.Please be quiet.
- Thank you for not smoking.
- No food or drink in this area.

Unsur Kebahasaan

Kesamaan lain antara pesan singkat dan pengumuman/pemberitahuan tertulis adalah unsur kebahasaan yang digunakan, antara lain:

1. Penggunaan kalimat Imperative positif dan negatif.
2. Penggunaan kata kerja bantu Modal *will, should,must*.
3. Ungkapan seperti *make sure, please,* dan ungkapan kesopanan lainnya.
4. Kosa kata yang digunakan bersifat khusus pada konteks penggunaannya.

5. Karena disampaikan secara tertulis, maka ejaan, penggunaan huruf besar dan tanda baca, serta tulisan perlu dijaga ketepatan dan kejelasannya agar pesannya dapat diterima dengan benar oleh pembacanya.

E. METODE PEMBELAJARAN

Scientific Approach dengan model diskusi.

F. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

Media : Papan tulis, laptop, LCD

Alat/Bahan :Gambar tentang kegiatan sehari-hari

G. SUMBER BELAJAR

- Kementerian Pendidikan dan Kebudayaan. 2014. Bahasa Inggris *When English Rings the Bell* SMP/MTs Kelas VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Erlangga. 2017. Bright An English. SMP/MTs Kelas VIII. Jakarta

H. LANGKAH-LANGKAH KEGIATAN

Pertemuan ke-1 dan 2 (2 x 40 menit)

a. Pendahuluan

- Salam dan tegur sapa.
- Checking kehadiran peserta didik.
- Guru memberi informasi tentang apa yang akandipelajari yaitu teks pesan singkat.

b. Kegiatan inti

Peserta didik	Guru	Waktu
Kegiatan mengamati		
• menirukan guru membaca pesan singkat secara bersama – sama • menyimak ketika beberapa temannya membaca pesan singkat tersebut.(halaman 194)	• memberi contoh membaca pesan singkat. • meminta beberapa peserta didik untuk membaca dengan nyaring dan bermakna	
Kegiatan Menanya		
• mengidentifikasi dan menuliskan kembali pekerjaan yang dipesan oleh ibu Beni pada kertas berwarna sesuai instruksi • membacakan kembali pesan yang sudah dikelompokkan berdasarkan waktu pelaksanaan untuk mendapat balikan teman sebangku • mengidentifikasi setiap kalimat kemudian menuliskan kembali dengan tulisan tangan di buku cacatan dengan membubuhkan tanda baca dengan benar. (latihan di halaman 196)	• meminta peserta didik untuk menentukan dan menuliskan kembali pesan ibu Beni sesuai instruksi • meminta peserta didik untuk membacakan hasil pekerjaannya kapada teman sebanku • meminta pesrta didik untuk mengidentifikasi setiap kalimat,menuliskan dengan tulisan tangan di buku catatan dengan membubuhkan tanda baca yang benar	
Kegiatan Mengumpulkan informasi		
• membacakan secara nyaring dan bermakna pesan-pesan pendek yang ditulis Udin dan	• meminta peserta didik mengerjakan latihan berikutnya (	

Edo secara komunikatif (halaman 198) • secara berpasangan ,membuat percakapan tertulis dengan saling mengirim pesan pendekmelalui telepon (halaman 199) • secara kolaboratif dalam kelompok membuat 6 pesan pendek tertulis untuk anggota keluarga di rumah tentang apa saja (halaman 197)	halaman 198,199,197)	
Kegiatan Mengasosiakan		
• secara berkelompok beranggotakan 4 orang, mengasosiasikan isi dan bentuk pesan pendek tertulis yang lain yaitu pengumuman • membuat 6 pengumuman pendek sederhana dengan tema yang berbeda	• meminta peserta didik untuk mengasosiasi isi dan bentuk pesan pendek lainnya yaitu pengumuman	
Kegiatan Mengomunikasikan		
• menyampaikan secara lisan enam pengumuman tertulis, bukan hanya membaca tetapi menyampaikan secara komunikatif • menempelkan pengumuman yang sudah ditulis di tempat yang mudah dibaca di dalam kelas	• meminta peserta didik mengomunikasikan hasil karyanya secara lisan dan tertulis	

c. Penutup

- Guru membimbing peserta didik untuk merefleksikan kegiatan yang sudah mereka lakukan dengan menyimpulkan materi yang dipelajari
- Peserta didik diberi kesempatan mengungkapkan kesulitan yang ditemui saat melaksanakan pembelajaran.
- Guru menginformasikan rencana kegiatan pada pertemuan berikutnya.

Penilaian

1. Jenis penilaian : penilaian hasil belajar
2. Bentuk : tes tertulis
3. Instrumen :
   a) Write three short messages to three different persons about different things.
   b) Your school will hold camping activities outside the country next week. Make an announcement about it. You may choose the date,day,place and anything related to the activity.

Rubrik penilaian

No	Aspek yang dinilai	Skor
1	ruktur teks	0-5
2	tepatan ejaan dan tanda baca	0-5
3	tepatan pemilihan kosakata	0-5
4	tepatan tata bahasa	0-5
5	rapian tulisan	0-5
	or maksimal	25

Nilai =(score perolehan: score maksimal) X100

Pertemuan Ke-3 (2 x 40 menit)

a. Pendahuluan

- Salam dan tegur sapa.
- Checking kehadiran peserta didik.
- Guru menginformasikan apa yang akan dipelajari pada pertemuan ini.
- Guru membagi kelompok. Tiap kelompok terdiri dari 4 peserta didik.

b. Kegiatan inti

Peserta didik	Guru	Waktu
Kegiatan mengamati		
▪ memperhatikan contoh notice yang ditayangkan guru. ▪ menirukan guru mengucapkan contoh notice. ▪ menuliskan contoh notice di buku masing-masing.	▪ menayangkan contoh notice dg slide. ▪ memberi contoh mengucapkan notice yang ditayangkan. ▪ meminta peserta didik untuk menuliskan contoh notice di buku mereka.	
Kegiatan Menanya		
▪ mengungkapkan apa yang diketahui tentang slide tersebut.	▪ memberi pertanyaan tentang apa yang dipikirkan/diketahui peserta didik mengenai tayangan slide tersebut.	
Kegiatan Mengumpulkan informasi		
▪ Secara berkelompok, melakukan kegiatan di perpustakaan dan	▪ meminta peserta didik untuk menemukan notice di sumber belajar	

lingkungan sekolah untuk menemukan notice yang ada.	yang lain di perpustakaan dan lingkungan sekolah secara berkelompok.	
Kegiatan mengasosiasi		
▪ Dalam kerja kelompok terbimbing, peserta didik menganalisis fungsi sosial, struktur teks dan unsur kebahasaan notice pendek sederhana yang mereka temukan. ▪ dengan menggunakan kamus, berusaha memahami makna notice pendek yang mereka temukan. ▪ mengerjakan latihan dari buku wajib halaman 205.	▪ meminta peserta didik menganalisa fungsi sosial struktur teks dan unsur kebahasaan notice pendek sederhana. ▪ menganjurkan peserta didik menggunakan kamus untuk membantu mereka menangkap makna notice pendek sederhana yang mereka temukan. ▪ meminta siswa untuk mengerjakan latihan dari buku wajib halaman 205.	
Kegiatan mengomunikasikan		
▪ melaporkan hasil tulisannya kepada guru dan teman-temannya dari kelompok yang lain. ▪ memperhatikan notice yang ditulis temannya. ▪ memberi masukan mengenai notice kelompok lain.	▪ memberikan masukan/penguatan atas notice yang dituliskan peserta didik.	

c. Penutup

- Peserta didik menyimpulkan apa yang mereka pelajari.

- Peserta didik menuliskan jurnal belajarnya tentang pengalaman belajar mereka.
- Peserta didik diberi kesempatan mengungkapkan kesulitan yang mereka hadapi.
- Guru memberi tugas kepada peserta didik untuk menemukan notice di tempat umum minimal tiga tempat.

Kriteria penilaian

1. Tingkat ketercapaian fungsi sosial penulisan notice
2. Tingkat kelengkapan dan keruntutan penulisan notice.
3. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ejaan, tanda baca tulisan tangan.
4. Sikap tanggung jawab, kerja sama, peduli, percaya diri, disiplin yang menyertai pemahaman makna notice.

Jenis penilaian :

Penilaian proses

Rubrik Penilaian

1. Aspek sikap
   - Teknik Penilaian: Observasi
   - Detail Penilaian: Guru mengamati aspek sikap dari kegiatan siswa selama pembelajaran.

     Rubrik penilaian sikap

No.	Butir Sikap	Deskripsi
	Jujur	4: selalu menunjukan perilaku jujur 3: sering menunjukan perilaku jujur 2: kadang-kadang menunjukan perilaku jujur baik 1: tidak pernah menunjukan perilaku jujur
	Percayadiri	4: selalu menunjukan perilaku percaya diri 3: sering menunjukan perilaku percaya diri 2: kadang-kadang menunjukan perilaku percaya diri 1: tidak pernah menunjukan percaya diri
	Tanggungjawab	4: selalu menunjukan perilaku tanggung jawab 3: sering menunjukan perilaku tanggung jawab 2: kadang-kadang menunjukan perilaku tanggung jawab 1: tidak pernah menunjukan perilaku tanggung jawab

Pedoman penilaian sikap

No	Nama	Jujur				ercaya diri				Tanggung Jawab				Jumlah skor

2. Aspek pengetahuan

Bentuk : test tulis, lisan dan penugasan

Instrument :

Work with your group! Each group is to make three similar notices in your school.

The letters should be big enough to be seen from distance. You can make notices other than those above. You can also change the design.

Use used paper such as last year calendar to make notices. You help save the earth by recycling, if you have any problems go to me.

Pedoman penilaian

No	Aspek yang dinilai	Skor
1	aslian penulisan	0-5
2	tepatan ejaan	0-5
3	tepatan pemilihan kosakata	0-5
4	tepatan tata bahasa	0-5
5	rapian tulisan	0-5
	or maksimal	75

3. Aspek keterampilan

Bentuk : Penilaian proyek

Instumen : Temukan contoh notice lain minimal di tiga tempat umum!

No	Aspek yang dinilai	Skor
1	aslian tulisan	0-5
2	tepatan ejaan	0-5
3	tepatan pemilihan kosakata	0-5
4	tepatan tata bahasa	0-5
5	rapian tulisan	0-5
	or maksimal	25

Pedoman penilaian aspek pengetahuan

$$\text{Nilai} = \frac{\text{jumlah skor}}{\text{Skor maksimal}} \times 100$$

Mengetahui,	Surakarta, 17 Juli 2022
Kepala Sekolah	Guru Mapel Bahasa Inggris
H.Mustaghfirin, S.Sos.I,M.Pd.I	Dynda Wahyu Wardhani, S.Pd

RANCANGAN PROGRAM PENGAYAAN

KELAS VIII/SEMESTER 2/TAHUN 2022/2023

1. Mata pelajaran : Bahasa Inggris

2. Kompetensi dasar dan indikator pencapaian kompetensi

KOMPETENSI DASAR	INDIKATOR ENCAPAIAN KOMPETENSI
3. 12. membandingkan fungsi, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat, dan pengumuman/pemberitahuan(notice), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya.	3.12.1 Dapat menyatakan dan menanyakan teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks pesan singkat, dan pengumuman/ pemberitahuan (notice), sesuai dengan konteks penggunaannya.
4.12. teks pesan singkat dan pengumuman/pemberitahuan (notice)	
4.12.1. menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat, dan pengumuman/pemberitahuan, (notice) lisan dan tulis, sangatpendek dan sederhana, tekait kegiatan sekolah.	4.12.1. Mampu menyusun pesan singkat, dan pengumuman/ pemberitahuan (notice) sangat pendek sederhana.
	4.12.1.1 Mampu menyusun pesan singkat, dan pengumuman/ pemberitahuan (notice) sangat pendek sederhana dengan memperhatikan fungsi sosial , struktur teks dan

	unsur kebahasaan yang benar sesuai konteks. .

3. Waktu Pelaksanaan

Setelah selesai UH 3.12. dan KD 4.12.

4. Materi Pembelajaran

Melaksanakan fungsi sosial dari teks pesan singkat, dan pengumuman, pemberitahuan (notice).

5. Tujuan Pengayaan

Untuk meningkatkan hasil belajar siswa

6. Bentuk Pengayaan

Activity 1 : siswa membalas pesan singkat berdasarkan situasi yang diberikan.

Activity 2 : siswa membuat satu short message berdasarkan situasi yang disediakan.

7. Bentuk Instrumen Pengayaan

Activity 1: Reply the following message!

From : +62851856485284 Alra, Tomorrow we have a lot of math assignments. What about study together at my house at 3 p.m. ? Call me if you can't Aira	

Activity 2 : Make an announcement based on the following situation!

The student council (OSIS) of SMP Al-Azhar Syifa Budi Solo will make cooking competition to celebrate Kartini's Day. Each classroom should send one team to join it. (You can modify the other content needed)

RANCANGAN PROGRAM REMEDIAL

KELAS VIII/SEMESTER 2/TAHUN 2022/2023

1. Mata pelajaran : Bahasa Inggris
2. Kompetensi dasar dan indikator pencapaian kompetensi

KOMPETENSI DASAR	INDIKATOR ENCAPAIAN KOMPETENSI
3. 12. membandingkan fungsi, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat, dan pengumuman/pemberitahuan(notice), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya.	3.12.1 Dapat menyatakan dan menanyakan teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks pesan singkat, dan pengumuman/ pemberitahuan (notice), sesuai dengan konteks penggunaannya.
4.12. teks pesan singkat dan pengumuman/pemberitahuan (notice)	
4.12.1. menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat, dan pengumuman/pemberitahuan, (notice) lisan dan tulis, sangatpendek dan sederhana, tekait kegiatan sekolah.	4.12.1. Mampu menyusun pesan singkat, dan pengumuman/ pemberitahuan (notice) sangat pendek sederhana.
	4.12.1.1 Mampu menyusun pesan singkat, dan pengumuman/ pemberitahuan (notice) sangat pendek sederhana dengan memperhatikan fungsi sosial , struktur teks dan unsur

	kebahasaan yang benar sesuai konteks.

3. Waktu Pelaksanaan

Setelah UH KD 3.12 dan 4.12.

4. Materi Pembelajaran

Melaksanakan fungsi sosial dari teks pesan singkat, dan pengumuman, pemberitahuan (notice).

5. Tujuan Remidial

Untuk meningkatkan hasil belajar siswa, terutama mencapai KKM yang telah ditentukan.

6. Teknik Remedial

Tes tertulis.

7. Bentuk Remidial

Anak diminta mengerjakan soal isian berdasarkan pilihan yang tersedia.

8. Bentuk instrumen remedial.

A. Choose the correct option by crossing A, B, C or D!

BEWARE OF PICKPOCKET!

1. You may find this warning at ...
   a. Airplane
   b. Market
   c. School
   d. hospital
2. Beware of pick-pocket.

   The word 'pick-pocket' has the same meaning with. . . .
   a. thief
   b. chief
   c. chef
   d. killer
3. Where can we see the notice below?

STERILE ROOM **PLEASE WEAR A JACKET** **BEFORE ENTERING**	a. In a shop b. In a hospital c. In a house d. In a machine factory

4. What does ‘sterile’ means?
   a. empty

b. free from bacteria

c. free from humans

d. not able to produce something

5. The correct arrangement for the following sentence is ...

in – the risks – be aware – involved- when – of – any experiment – and hazards.

1 2 3 4 5 6 7 8

A. 3 – 6 – 4 – 2 – 5 -7 -1 -8

B. 3 – 6 – 4 -1 – 7 – 2 – 5 -8

C. 3 – 6 – 2- 8 – 5 - 4 – 1 – 7

D. 3 – 6 – 2 – 5 – 8 – 4 – 1 – 7

6. You read a notice in front of a house like this. What does it mean? a. People must not stop in front of it. b. Visitors cannot drop by there now c. Pedestrians may not cross there d. Other people must not enter it	

	7. Where do you usually find this instruction? a. In the truck b. In the bus c. In the ship d. In the plane

8. The text above is a kind of ...

   a. announcement

   b. invitation

   c. short message

   d. notice

Don't waste water.

Turn off the water tap when not used

9. Where do you read the notice?

   a. In a restroom

   b. In a bathroom

c. In a balcony

d. In a living room

Keep Your Distance

Big and Long Vehicle

10. What does the caution mean?

a. Drivers are allowed to be close to the vehicle

b. Drivers are warned to be close to the vehicle

c. Drivers are permitted to precede truck.

d. Drivers should careless

Lampiran : Nama siswa yang ikut remedial.

Mengetahui,

Kepala Sekolah

H.Mustaghfirin, S.Sos.I,M.Pd.I

Surakarta, 17 Juli 2022

Guru Mapel Bahasa Inggris

Dynda Wahyu Wardhani, S.Pd

3. Lesson Plan Comparison Degree

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP Al-Azhar Syifa Budi Solo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/2

Materi Pokok : Teks Lisan Dan Tulis Yang Menyatakan Dan Menanyakan Perbandingan Jumlah Dan SifatOrang, Binatang, Benda.

Alokasi Waktu : 8 x 40 menit (8 JP)

A. KOMPETENSI INTI (KI) :

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berintraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan ingin tahunya tentang ilmu pengetahuan, tehnologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah komplit (menggunakan), mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut panndang atau teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KOMPETENSI DASAR	INDIKATOR
3.9. menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah, dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya. (degree of comparison).	3.7.1. Dapat menyatakan, dan menanyakan teks lisan dan tulis yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda dengan menggunakan struktur teks yang runtut dan tepat sesuai konteks dan menggunakan unsur-unsur kebahasaan (intonasi, ucapan dan tekanan kata) yang benar.
4.9 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah, dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.	4.7.1. Mampu menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.7.2. Mampu membuat kalimat yang berstruktur tentang perbandingan yang tepat sesuai dengan konteks dan menggunakan unsur-unsur kebahasaan yang benar.

C. Tujuan Pembelajaran

KD 3.7.

Siswa dapat menerapkan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang,

binatang, benda, sesuai konteks penggunaannya

KD 4.7.

Siswa mampu menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, Binatang, Benda,dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

Fokus Penguatan Karakter : toleransi dan bertanggung jawab.

D. MATERI PEMBELAJARAN

Fungsi Sosial

Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi

Struktur Teks

Who is taller?My mother is *as tall as* my sister, but my father is *taller* than my sister

My brother is *the tallest* in my family.

Dalam Bahasa inggris terdapat tiga tingkatan perbandingan, yaitu:

a. Tingkatan sama (Possitive) (as…….as)

Pada tingkatan sama kita membandingkan sesuatu dalam bandingan yang sama, maka untuk perumusan kalimatnya adalah :

S1 + Aux/V + as (adj) as + S2

b. Tingkatan lebih (Comparative) (…er atau more….)

S1 + Aux/V + Adj (er) + than + S2

S1 + Aux/V + (more) Adj + than + S2

c. Tingkatan paling (Superlative) (the…est atau the most…)

S1 + Aux/V + the + Adj (est) + of all

S1 + Aux/V + the (most) Adj + of all

Selain struktur teks diatas, ada bentuk perkecualian untuk perbandingan, yaitu :

Adjective	Comparative	Superlative
Good / Well	**Better**	**The best**
Bad / ill	**Worse**	**The worst**
Many / Much	**More**	**The most**

Unsur kebahasaan

(1) Kosa kata: kata benda dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya

(2) *those, my, their*, Perbandingan sifat: *as ... as, -er, -est, more ..., the most ...*

(3) Perbandingan jumlah: *more, fewer, less*

(4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this*, dsb secara tepat dalam frasa nominal

(5) Ucapan, tekanan kata, intonasi,

(6) Ejaan dan tanda baca

(7) Tulisan tangan.

Topik

Sifat orang dan benda di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

E. Metode Pembelajaran

Scientific Approach dengan model discovery learning

F. MEDIA PEMBELAJARAN:

Media dan Bahan Pembelajaran

Media

a. Video Audio Next Move Students' Book Track 2.15 sampai dengan 2.20. by Longman – Pearson.
b. Video tentang pembentukan kalimat Comparison degree.

Alat/Bahan

a. Gambar tentang kegiatan sehari-hari.
b. Gambar fenomena alam/science.

G. SUMBER BELAJAR

Kementerian Pendidikan dan Kebudayaan. 2014. Bahasa Inggris *When English Rings the Bell* SMP/MTs Kelas VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Barraclough, Carolyn dan Jayne Wildman. 2013. *Next Move Students' Book and Workbook*. Harlow: Pearson Education Limited.

H. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan Pertama (4 JP)

A. Kegiatan Pendahuluan

a. Guru memberi salam
b. Guru mengecek kehadiran siswa

c. Guru menanyakan materi seblumnya yang akan dikaitkan dengan materi ajar

d. Guru memancing dan menanyakan siswa apa yang sudah diberikan atau dikatakan oleh guru sebelumnya

e. Guru menginformasikan apa yang akan dipelajari dan tujuannya

B. Kegiatan Inti

Peserta Didik	Guru
Kegiatan Mengamati	
• Peserta didik mengamati ujaran yang diungkapkan oleh guru • Peserta didik bermain peran mengenai percakapan sederhana mengenai perbandingan	• Guru mencontohkan cara membaca percakapan sederhana terkait dengan perbandingan • Guru memperhatikan peserta didik ketika bermain peran
Kegiatan Bertanya	
• Peserta didik menanyakan bagaimana cara pengucapan yang baik dan benar mengenai beberapa kata atau ungkapan yang masih sulit • Peserta didik menanyakan arti beberapa kata yang masih dirasa sulit.	• Guru menanyakan pemahaman peserta didik mengenai materi yang sedang diajarkan • Guru menjelaskan apa yang ditanyakan oleh peserta didik
Kegiatan Mengkomunikasikan	
• Peserta didik memperlihatkan hasil tulisannya kepada guru dan juga rekan sebangkunya • Peserta didik memperhatikan jawaban yang dituliskan oleh temannya • Peserta didik memberikan masukan mengenai jawaban temannya	• Guru memberikan masukan atas jawaban yang dituliskan oleh peserta didik

C. Kegiatan Penutup

a. Guru meminta siswa untuk mengkonfirmasi materi yang sudah diajarkan

b. Guru menanyakan kesulitan yang dihadapi siswa yang berhubungan dengan materi

c. Guru memberikan tugas pada siswa yang terkait dengan materi.

Pertemuan Kedua (4 JP)

A. Kegiatan Pendahuluan

a. Guru memberi salam

b. Guru mengecek kehadiran siswa

c. Guru menanyakan materi seblumnya yang akan dikaitkan dengan materi ajar

d. Guru memancing dan menanyakan siswa apa yang sudah diberikan atau dikatakan oleh guru sebelumnya

e. Guru menginformasikan apa yang akan dipelajari dan tujuannya

B. Kegiatan Inti

Peserta Didik	Guru
Kegiatan Mengumpulkan Informasi	
• Peserta didik membaca kembali beberapa percakapan mengenai teks perbandingan • Peserta didik mendiskusikan dengan kelompoknya mengenai maksud dari setiap dialog yang dihubungkan dengan fungsi sosial yang muncul di dalamnya • Peserta didik menuliskan jawabannya secara baik dan benar	• Guru memberikan pendampingan kepada peserta didik mengenai kegiatan yang sedang dilakukan
Kegiatan Mengasosiasi	

Peserta Didik	Guru
• Peserta didik membaca beberapa kalimat terkait dengan konteks perbandingan • Peserta didik menuliskan kembali kalimat dengan konteks perbandingan dengan ungkapan perbandingan yang sudah dipelajari sebelumnya	• Guru membacakan cara pengucapan kalimat-kalimat yang ada • Guru memberikan pendampingan kepada peserta didik mengenai kegiatan yang sedang dilakukan
Kegiatan Mengkomunikasikan	
• Peserta didik memperlihatkan hasil tulisannya kepada guru dan juga rekan sebangkunya • Peserta didik memperhatikan jawaban yang dituliskan oleh temannya • Peserta didik memberikan masukan mengenai jawaban temannya	• Guru memberikan masukan atas jawaban yang dituliskan oleh peserta didik

C. Kegiatan Penutup

a. Guru meminta siswa untuk mengkonfirmasi materi yang sudah diajarkan

b. Guru menanyakan kesulitan yang dihadapi siswa yang berhubungan dengan materi

c. Guru memberikan tugas pada siswa yang terkait dengan materi.

I. PENILAIAN HASIL PEMBELAJARAN

KRITERIA PENILAIAN

- Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda.
- Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda.

- Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.
- Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda.

CARA PENILAIAN:

Kinerja (praktik)

Simulasi dan/atau bermain peran (*role play*) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda.

Observasi:

(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)

- Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.
- Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.
- Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.

Penilaian diri:

Pernyataan siswa secara tertulis dalam jurnal belajar sederhana

berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, termasuk kemudahan dan kesulitannya.

Tes tertulis

Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda.

J. RUBRIK PENILAIAN

a. Aspek Sikap

.	Butir Sikap	Deskripsi	Perolehan skor
	Sungguh-sungguh	1: tidak pernah sungguh-sungguh 2: jarang sungguh-sungguh 3: kadang-kadang sungguh-sungguh 4: sering sungguh-sungguh 5: selalu sungguh-sungguh	
	Tanggung jawab	1: tidak pernah tanggung jawab 2: jarang tanggung jawab 3: kadang-kadang tanggung jawab 4: sering tanggung jawab 5: selalu tanggung jawab	
	Peduli	1: tidak pernah peduli 2: jarang peduli 3: kadang-kadang peduli 4: sering peduI 5: selalu peduli	
	Kerjasama	1: tidak pernah kerjasama 2: jarang kerjasama 3: kadang-kadang kerjasama 4: sering kerjasama 5: selalu kerjasama	

	Cinta damai	1: tidak pernah cinta damai 2: jarang cinta damai 3: kadang-kadang cinta damai 4: sering cinta damai 5: selalu cinta damai	

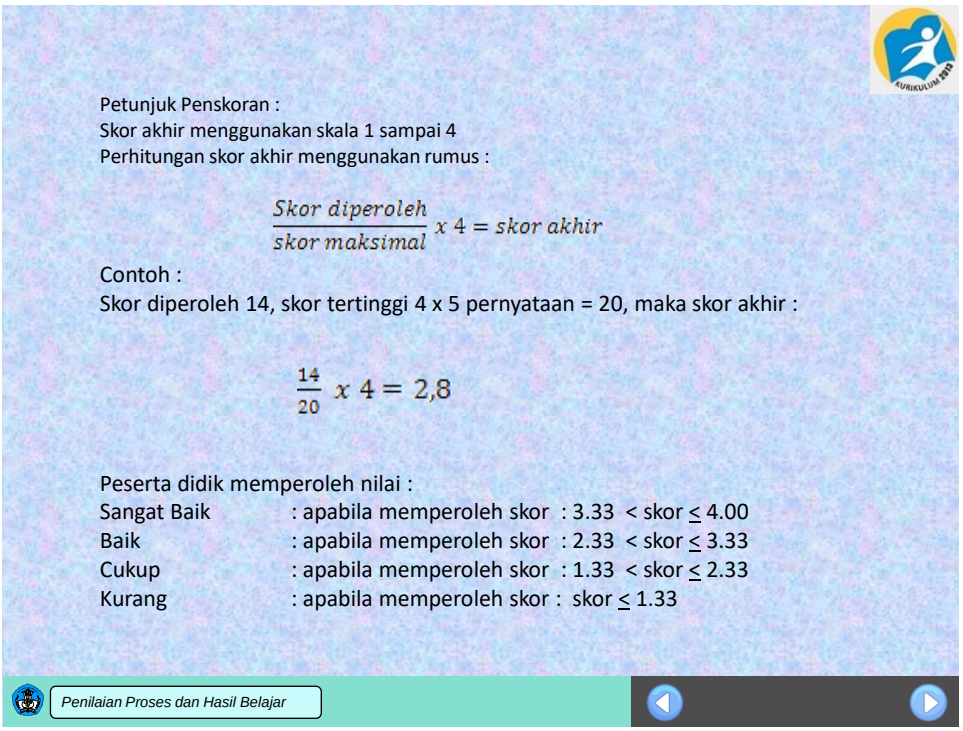
b. Aspek Pengetahuan

.	Butir Sikap	Deskripsi	erolehan skor
	Pengucapan	1 : terlalu banyak kesalahan sehingga sulit dipahami 2 : banyak kesalahan dan mengganggu makna 3 : ada beberapa kesalahan dan mengganggu makna 4 : ada kesalahan tapi tidak mengganggu makna 5 : Hampir sempurna	
	Intonasi	1 = terlalu banyak kesalahan sehingga sulit dipahami 2 = banyak kesalahan dan mengganggu makna 3 = ada beberapa kesalahan dan mengganggu makna 4 = ada kesalahan tapi tidak mengganggu makna 5 = Hampir sempurna	
	Ketelitian	1 = tidak teliti 2 = kurang teliti 3 = cukup teliti 4 = teliti 5 = sangat teliti	
	Pemahaman	1 = tidak memahami 2 = kurang memahami 3 = cukup memahami 4 = memahami 5 = sangat memahami	

2. Aspek Tingkah laku

.	Butir Sikap	Deskripsi	erolehan skor
	Melakukan tindak komunikasi yang	1 = tidak pernah melakukan kegiatan komunikasi yang	

	tepat	tepat 2 = Pernah melakukan kegiatan komunikasi yang tepat 3 = Beberapa akli melakukan kegiatan komunikasi yang tepat 4 = Sering melakukan kegiatan komunikasi yang tepat 5 = Selalu melakukan kegiatan komunikasi yang tepat	



Mengetahui,	Surakarta, 17 Juli 2022
Kepala Sekolah	Guru Mapel Bahasa Inggris
H.Mustaghfirin, S.Sos.I,M.Pd.I	Dynda Wahyu Wardhani, S.Pd

RANCANGAN PROGRAM PENGAYAAN

KELAS VIII/SEMESTER 1/TAHUN 2022/2023

1. Mata pelajaran : Bahasa Inggris

2. Kompetensi dasar dan indikator pencapaian kompetensi

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya .	3.7.2. Dapat menyatakan, dan menanyakan teks lisan dan tulis yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda dengan menggunakan struktur teks yang runtut dan tepat sesuai konteks dan menggunakan unsur-unsur kebahasaan (intonasi, ucapan dan tekanan kata) yang benar.
4.7 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.7.1. Mampu menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.7.2. Mampu membuat kalimat yang berstruktur tentang perbandingan yang tepat sesuai dengan konteks dan menggunakan unsur-unsur kebahasaan yang benar.

3. Waktu Pelaksanaan

Setelah selesai UH 3.9. dan KD 4.9.

4. Materi Pembelajaran

Memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda. (Comparison degree)

5. Tujuan Pengayaan

Untuk meningkatkan hasil belajar siswa.

6. Bentuk Pengayaan

Activity 1 : Anak diminta mengobservasi sebuah gambar dan keterangan yang ada di sana, lalu anak diminta menyusun kalimat sesuai dengan gambar tersebut.

Activity 2 : Anak diminta untuk menjawab pertanyaan tentang comparison degree.

7. Bentuk Instrumen Pengayaan

1. Activity I

	• Make comparison degree sentences based on the picture above!

2. Activity 2

Lengkapilah kalimat berikut ini dengan bentuk ‘<u>SUPERLATIVE</u>’ yang tepat!

1. The elephant is the _____ animal on the earth.

2. Maya is the _____ student in my class. She never comes late to school.

3. Those jackets are expensive. But the _____ jacket is the red one.

4. Almost all students think that Mathematic is the _____ subject in the school.

5. Mr. Ron is the _____ teacher in our school. He never gets angry to us.

6. There are four tall student in my class. But the _____ student is Raka.
7. Cheetah is known as the _____ runner animal on the earth.

8. An ant may be the _____ animal in the world.

9. Jakarta is the _____ city in Indonesia.

10. Arnold cleans his room twice a day. That's way his room is the _____ among our rooms.

RANCANGAN PROGRAM REMEDIAL

KELAS VIII/SEMESTER I/TAHUN 2022/2023

1. Mata pelajaran : Bahasa Inggris

2. Kompetensi dasar dan indikator pencapaian kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.6. Menerapkan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai konteks penggunaannya	3.5.1. Dapat menyatakan dan menanyakan **teks lisan** dan tulis yang menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu dengan mnggunakan struktur teks yang runtut dan sesuai dengan konteks yang ada
4.6. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang,dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	3.5.2. Mampu menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang,dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks •

3. Waktu Pelaksanaan

Setelah UH KD 3.9 dan 4.9.

4. Materi Pembelajaran

Memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda. (Comparison degree)

5. Tujuan Remidial

Untuk meningkatkan hasil belajar siswa, terutama mencapai KKM yang telah ditentukan.

6. Teknik Remedial

Tes tertulis.

7. Bentuk Remidial

Anak diminta mengerjakan soal isian berdasarkan pilihan yang tersedia.

8. Bentuk instrumen remedial

1. No other boy is as ……. as James. (tall / taller / tallest)

2. Milk is …….. than any other food. (nourishing / more nourishing / most nourishing)

3. Radium is one of the …… metals. (valuable / more valuable / most valuable)

4. Few English poets were as ……. as Wordsworth. (great / greater / greatest)

5. Shimla is …….. than most other hill stations in India. (famous / more famous / most famous)

6. Gold is one of the ……. metals. (precious / more precious / most precious)

7. Solomon was …… than any other king. (wise / wiser / wisest)

8. Few historians write as …….. as Macaulay. (well / better /best)

9. Very few books are as ……. as David Copperfield. (popular / more popular / most popular)

10. A train is ……. than a car. (fast / faster / fastest).

9. Lampiran : daftar siswa yang mengikuti remidial.

Mengetahui, Surakarta, 17 Juli 2022

Kepala Sekolah Guru Mapel Bahasa Inggris

H.Mustaghfirin,S.Sos.I,M.Pd.I Dynda Wahyu Wardhani,S.Pd