

**TEACHER’S STRATEGIES IN TEACHING ENGLISH AT “ENGLISH CLUB” OF SMP BATIK PK (PROGRAM KHUSUS) SURAKARTA IN THE ACADEMIC YEAR OF 2023/2024**

**THESIS**

**Submitted as A Partical Requirements**

**For the Undergraduate Degree in English Education**



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**RADEN MAS SAID**  
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## **DEDICATION**

This thesis is dedicated to:

**My parents**

**Me, My Self and I**

## **MOTTO**

*Pendidikan bukan hanya pergi ke tempat belajar, melainkan juga soal memperluas pengetahuan dan ilmu kehidupan*

(Shakuntala Devi)

**My Goals are like sky! Vast and endless!**

(The researcher)

## PRONOUNCEMENT

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

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Sukoharjo, 15 November 2023

The Researcher

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## **ABSTRACT**

Arrafi Yuniar Dayu Putri 2023, *Teacher's Strategies in Teaching English at the English Club of SMP Batik PK (Program Khusus) Surakarta Academic Year 2023/2024*. Thesis of the English Education program. Raden Mas Said State Islamic University of Surakarta.

Advistor: Nor Laili Fatmawati, M.Pd

Keywords: Teaching strategy, informal class, English Club at SMP Batik PK (Program Khusus) Surakarta.

Strategy is a plan that is deliberately prepared to achieve certain goals in an activity. Meanwhile, teaching strategy is the ways chosen by the teacher in conveying the content of learning material. Learning can be done in various ways, one of which is through informal activities, namely through the extracurricular English Club at SMP Batik PK (Program Khusus) Surakarta. The aim of this research is to find out what learning strategies teachers use in teaching at the extracurricular English Club, as well as what problems teachers face in implementing these strategies.

This research uses qualitative descriptive research. The research was conducted at SMP Batik PK (Program Khusus) Surakarta. The research subjects were teachers who taught and students who took part in the extracurricular English Club. Data collection techniques use observation and interviews. The data validity technique uses the triangulation method. Data analysis techniques through data reduction, data presentation and drawing conclusions.

The results of the research showed that there are 3 strategies used by teachers in teaching the Extracurricular English Club, namely story-telling, audio visual strategy and memorization. And there are 2 problems faced by teachers in implementing this strategy, namely the short duration/time of learning, and the lack of student attention during learning.

## ABSTRAK

Arrafi Yuniar Dayu Putri 2023, *Teacher's Strategies in Teaching English at English Club of SMP Batik PK (Program Khusus) Surakarta in the academic year of 2023/2024*. Skripsi program study Pendidikan Bahasa Inggris. Universitas Islam Negeri Raden Mas Said Surakarta:

Pembimbing : Nor Laili Fatmawati, M.Pd

Kata Kunci : Teaching strategy, informal class, English Club at SMP Batik PK (Program Khusus) Surakarta

Strategi adalah perencanaan atau cara-cara yang sengaja disusun untuk mencapai tujuan tertentu dalam suatu kegiatan. Sedangkan teaching strategy adalah cara atau strategi yang dipilih guru dalam menyampaikan isi materi pembelajaran, Pembelajaran dapat dilakukan melalui berbagai cara satunya yaitu melalui kegiatan informal yaitu melalui ekstrakurikuler English Club at SMP Batik PK (Program Khusus) Surakarta. Tujuan dari penelitian ini adalah untuk mengetahui strategi pembelajaran apa saja yang guru gunakan dalam mengajar di ekstrakurikuler English Club, serta masalah apa saja yang di hadapi guru dalam penerapan strategi-strategi tersebut.

Penelitian ini menggunakan penelitian deskripsi kualitatif. Penelitian di lakukan di SMP Batik PK (Program Khusus) Surakarta. Subjek penelitian adalah guru yang mengajar serta siswa yang mengikurti Ekstrakurikuler English Club. Teknik pengumpulan data menggunakan observasi dan wawancara. Teknik keabsahan data menggunakan triangulasi metode. Teknik analisis data melui data reduksi, penyajian data dan penarikan kedsimpulan.

Hasil penelitian menunjukkan terdapat 3 strategi yang digunakan guru dalam mengajar Ekstrakurikuler English Club yaitu Story-telling, audio visual strategy dan memorization. Serta terdapat 2 masalah yang dihadapi guru dalam penerapan strategi tersebut yaitu durasi/waktu pembelajaran yang sedikit, serta kurangnya perhatian siswa pada saat pembelajaran.

# CHAPTER I

## INTRODUCTION

### **A. Background of The Study**

English as an International Language is an important world language for students to master. In Indonesia, English is taught from kindergarten to high school. Since that, it proves that English is very important to be learned for students. In learning English, there are four important aspects that students need to master, those are listening, speaking, reading and writing where each skill is interconnected with one another (Khairy, 2021).

In learning English, students do not have to always learn formally in the classroom but students can learn English in the informal context. This is in line with the Acquisition Theory that has been coined by Krashen (1998: 18) He states that Acquisition Theory is the process of natural language absorption through individual experience directly in the communication process. Krashen also emphasized that to master foreign languages, students do not have to always learn formally because the most important thing is the direct experience of individuals in the application and use of the language. From this theory it can be concluded that English learning does not have to be always carried out formally but can also be carried out informally, because the most important thing is the mastery and application of language to students can be applied as necessary. As for examples of informal learning including courses, learning independently or learning in groups such as Extracurricular English Club activities.

English Club is one of the extracurricular in the form of informal learning that aims to improve students' English skills in a relaxed and fun situation. In the English Club, students will be accustomed to use English in daily conversation. In joining the English club, students not only master the material being taught, but also students be able to find new interesting things about English language and increase their knowledge about English. The main goal of this English club is to make students able to use English properly and correctly in facing the era of globalization both in the national and international arena.

To achieve the objectives of the English Club learning, a learning strategy is needed. Strategy is planning or ways that are deliberately arranged to achieve certain goals in an activity. Meanwhile, Panser (2020) states that learning strategies are ways that are chosen and used by a teacher to deliver learning materials. The purpose of the learning strategy is to make easier for students to accept and understand the learning material presented so that the goals of the English club program can be achieved.

Based on Research by Barlian (2013), learning strategies are one of the important elements in the learning process. With the selection of good learning strategies, the learning process will be able to run optimally and learning objectives can be achieved. Sirotus (2022) also suggests that the selection of learning strategies must be in accordance with student learning needs and learning strategies must be able to increase student motivation to

learn and be interested in following learning so that the purpose of learning can be achieved.

In relation to conduct the study, researcher choose SMP Batik PK (Program Khusus) Surakarta as the place of the research because SMP Batik PK Surakarta is one of the schools in Surakarta that has an English Club extracurricular Program. SMP Batik PK Surakarta is located at JL. Slamet Riyadi No. 447 Surakarta, with the school's motto "*Meraih Prestasi Bernuansa Islami*". In each grade of SMP Batik PK Surakarta, there are only two classes, namely class A and class B (classes 7A and 7B, Classes 8A and 8B and Classes 9A and 9B). Where in class A the students are all male and for class B the students are all female where the number of students in each class is only around 15 students. SMP Batik PK Surakarta has several excellent programs that other schools do not have, including the tahfidz, Muhadoroh and Arabic language programs. And this school also has many extracurricular programs that all students can take part in, one of them is the English Club extracurricular program.

English Club of SMP Batik PK Surakara is held every Thursday at 04.00 p.m – 05.00 p.m which can be followed by all students. The English club at SMP Batik PK (Program Khusus) Surakarta is a good non-formal learning program for students to participate in to improve their English language skills, both improving vocabulary, material understanding and communication skills. And the final goal of this activity is that students are expected to be able to carry out daily conversations using English. To

achieve these learning objectives, a learning strategy is needed for teachers in teaching.

Furthermore, researcher have conducted pre-observation at SMP Batik PK (Program Khusus) Surakarta on November 10, 2022 at 04.00 pm - 05.00 p.m. Researcher did observations on English Club extracurricular activities. Based on the researcher's observations, the teacher uses video learning media to deliver learning materials as one of the strategies used in learning English club and while learning is in progress, students can operate their smartphones to look for other sources of material on the internet related to the learning material they are studying. This learning strategy can be said to be interesting because when studying students do not always have to focus on one source of material but students can also learn and improve their English skills from various sources. This activity is interesting to study because when students participate in this activity, they look enthusiastic and interested in learning.

Based on the background by Cahyani (2015), in fact, there are several benefits that will be obtained by students if they take part in the English Club extracurricular program, namely by participating in various activities in the English Club program, over time students' English language skills will increase both in speaking skills, listening, reading and writing. In another research result, Marfu'ah (2020) found that there were several problems that arose in the implementation of the English club program at SMKN 1 Teluk Kuantan, including facilities that were less accommodating,



students' lack of interest in participating in several activities, and students' lack of discipline in participating in activities.

Based on the statements and situations above, the researcher wants to examine more deeply about the strategies used by teachers in informal learning programs related to English Club extracurricular at SMP BATIK PK (Program Khusus) Surakarta, here the researcher will focus on what strategies are used by teachers in teaching English club informal learning and what are the problems in the implementation of the strategies. Entitled **“TEACHER'S STRATEGIES IN TEACHING ENGLISH AT “ENGLISH CLUB” OF SMP BATIK PK (PROGRAM KHUSUS) SURAKARTA IN THE ACADEMIC YEAR OF 2023/2024”**.

## **B. Identification Problem**

1. Lack of English Mastery.
2. It is important to increase students' English skills because English is one of the most important international languages.
3. Students have little opportunity to practice their English skills in formal classes, therefore students should have a place and opportunity to learn English more than what they learn in formal classes namely informal class.
4. The importance of teacher strategies in English learning for students' English mastery.
5. The strategies used in informal classes usually different from the strategies used in formal classes

### **C. Limitation of the Study**

In order to focus the study, the researcher limits the study on the teacher's strategies in teaching English at "English Club" at SMP BATIK PK (Program Khusus) Surakarta in The Academic Year of 2023/2024. The researcher analyses the strategies used by teacher in teaching English and the problems in the implementation of the teacher's strategies in teaching English at "English Club" program at SMP BATIK PK (Program Khusus) Surakarta in the academic year of 2023/2024.

### **D. Problem Statement**

Based on the limited of the study above, the problem statement in this research is

1. What are the teacher's strategies in teaching English at "English Club" of SMP BATIK PK (Program Khusus) Surakarta in the academic year of 2023/2024?.
2. What are the problems in the implementation of the teacher's strategies in teaching the English Club at SMP Batik PK (Program Khusus) Surakarta in the academic year of 2023/2024?.

### **E. Objective of The Study**

1. To describe the teacher's strategies in teaching English at English Club Program of SMP BATIK PK (Program Khusus) Surakarta in The Academic Year of 2023/2024.

2. To explore the problems in the implementation of the teacher's strategy in teaching the English Club at SMP Batik PK (Program Khusus) Surakarta in the academic year of 2023/2024.

#### **F. Benefits of The Study**

The result of this study is expected to give advantages as follow:

1. Theoretically Benefit

The results of this research are expected to add insight and develop knowledge in education, especially in teaching and learning activities and this research can be used as a reference for further research.

2. Practical Benefit

- a. For Teachers

Increase teacher knowledge of various strategies that can be applied in informal English classes.

- b. For Students

with good learning strategies, it is expected to increase students' motivation to learn English.

#### **G. Definition of Key Term**

1. Teaching Strategy

Strategy is planning or ways that are deliberately arranged to achieve certain goals in an activity. Meanwhile, Koerniantono (2018) states that teaching strategies are the methods or strategies chosen by the teacher in conveying the content of the subject matter. In determining strategies in learning a teacher must pay attention to the conditions, situations,

what students need, learning resources and all things that are important in order to achieve effective and efficient learning goals.

## 2. Informal Class

Informal class is a learning that is not bound by the education curriculum, this learning is relaxed and this learning does not have to be carried out in the classroom but can adapt to situations and conditions (Gerandille, 2020). The sources of material in learning can be accessed from anywhere both from books, the internet, videos from YouTube and other sources.

## 3. English Club at SMP Batik PK (Program Khusus) Surakarta.

English club is one of the extracurricular in the form of informal learning at SMP Batik PK (Program Khusus) Surakarta. The form of this learning is Classical learning. Which makes different is these activities are carried out in a relaxed atmosphere and this learning can be held anywhere according the situation and conditions. Usually these activities are carried out in school gardens, school yards, school halls and even outside the school environment. The purpose of this activity is to support and optimize students' English language skills. This activity is held every Thursday at 04.00 p.m – 05.00 p.m which can be followed by all students.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. THEORETICAL REVIEW**

##### **1. English Teaching and Learning**

###### **a. Definition of English teaching and learning**

English is one of the important subjects taught from kindergarten to high school. English teaching and learning can be said as a teacher's effort in introducing and teaching English to students through a learning process with the aim that students can master English well, remembering English is an important international language for students to master. One of the reasons why English is important to master is that with a good understanding of English, in the future there will be wider opportunities for students to get more decent jobs both nationally and internationally.

In English teaching and learning process, teacher has a big role in achieving learning goals. Teachers must be able to apply varied and innovative learning models so that students do not easily get bored during learning process. In addition, teachers can also take advantage of learning media in delivering teaching material to students. So that the material presented can be well understood by students, and of course it will be more interesting in learning process. From this explanation it can be concluded that in English

teaching and learning process, teacher has a big role in achieving learning objectives.

#### **b. Elements of Teaching and Learning**

The teaching and learning component is a collection of several items that are interconnected with one another which are important in the teaching and learning process. According to Faris (2023) says that there are several elements in teaching and learning, namely:

##### **1. School Program**

School program implies as a number of knowledge or subjects that must be taken or completed by students to reach the level of learning or diploma.

##### **2. Teachers**

The second component of teaching and learning is the teacher. In Indonesia, teachers generally refer to professional educators with the main task of educating, teaching, guiding, directing, training, and evaluating students.

In society, from the most backward to the most advanced, teachers play an important role. the teacher is an important learning component for learning itself. The teacher's role is not limited only as a teacher (transmitter of knowledge), but also as a guide, developer and manager of learning activities that can facilitate student learning activities in achieving the goals set.

### 3. Students

The next component is students. In a religious context, student is used as a term for someone who follows the guidance of a wise figure. While the understanding of students in general is people who come to school to obtain or learn several types of education from teachers/instructors in order to gain knowledge that is beneficial for their future.

### 4. Learning Strategies and Methods

Learning strategies are methods or procedures and techniques that will be used during the learning process. In other words, learning strategies contain a broader meaning than learning methods and techniques. This means that learning methods and techniques are part of the learning strategy.

### 5. Learning Material

The definition of learning material is a form of material or a set of learning substances to assist teachers/instructors in teaching and learning activities that are arranged systematically in order to meet established competency standards.

### 6. Learning Media

Learning media is software or hardware that functions as a learning tool or learning aid to achieve learning goals for students. Media is basically a component of the learning system.

As a component, the media must be an integral part and must be in accordance with the whole learning process.

## 7. Evaluation

Evaluation is the activity of collecting data in the widest possible way related to students' abilities and understanding in the learning process, to find out the causes and effects of student learning that can encourage and develop learning abilities.

### **c. The Role of Teacher**

According to Woods (2019) explains that there are 12 teacher roles in the learning process as follows:

#### 1. Teacher As Educator

Teachers are educators, leaders, role models and identifications for the students in their students and their environment. Therefore, indeed being a teacher must have specific standards and qualities that must be met. As a teacher, it is mandatory to have a sense of responsibility, independence, authority, and discipline that can be used as examples for students.

#### 2. Teacher As Teacher

Train learning activities will be provoked by various factors in it, ranging from maturity, motivation, relationships between students and teachers, the level of freedom, verbal skills, teaching skills in communication, and security. If this factor can



be fulfilled, the work of learning to train can be carried out well. The teacher must be able to create something clear to the students, even skilled to solve various problems.

### 3. Teachers as Learning Resources

The role of the teacher as a learning resource will be very related to the skills of the teacher to master the existing training material. So when students ask something, the teacher can swiftly and responsively reply to student questions by using language that is easier to understand.

### 4. Teacher as Facilitator

The role of a teacher as a facilitator is in submitting services so students can quickly receive and know the subject matter. So that later the learning process will become more effective and efficient.

### 5. Teachers as Counsellors

The teacher can be mentioned as a travel guide, which is based on his knowledge and experience and has a sense of responsibility in the smooth running of the journey. This journey is not only physical but also more residential and deep mental, creative, moral, emotional and spiritual journey.

### 6. Teacher as Demonstrator

The teacher has a role as a demonstrator is to have a role which can indicate attitudes that can inspire students to do the same things can be even better.

7. The teacher as manager

In the process of teaching and learning work, the teacher has a role in holding control of the climate contained in the state of the learning process. It can be likened if the teacher becomes the captain who holds the steering wheel and takes the boat on a comfortable and safe journey. A teacher must be able to make the atmosphere of the learning room conducive and comfortable.

8. Teacher As Advisor

The teacher has the role of being an advisor to his students as well as to the parents, even though the teacher does not have specialized training to be an advisor. Students will always be faced with the need to make a decision, and in the process, it requires teacher help. For the teacher to know well his role as an advisor and a more profound belief person, the teacher should examine the psychology of personality.

9. Teacher as an Innovator

The teacher translates empirically in the future into a more meaningful life for his students. Because the age of the teacher and student is probably too far away, then surely the teacher has more experience than the students. The teacher's job is to

translate valuable empirical and intelligence into more sophisticated languages which students can accept.

#### 10. Teachers As Motivators

The process of learning work will be successful if the students inside are highly motivated. The teacher has a crucial role in growing motivation and motivation in students in learning.

#### 11. Teacher As Coach

The process of education and learning certainly requires skills lessons, whether it's intellectual or motoric. In this matter, the teacher will act as a trainer to develop these skills. This is more emphasized in the 2004 curriculum which has a competency basis. Without the lessons, surely a teacher will not be able to indicate mastery of basic competencies and not be proficient in skills that match the standard lessons.

#### 12. Teachers as elevators

After the learning process takes place, surely a teacher must assess the results that have been carried out during the learning work. This evaluation is not merely to evaluate the success of students to reach goals in teaching and learning work. But it also becomes an evaluation for the success of the teacher in the implementation of teaching and learning work.

#### **d. Types of English Teaching and Learning**

According to Gerandielle (2022), there are two types of English teaching and learning, namely:

##### **1. Formal learning**

Formal learning refers to learning that takes place in a formal and organized environment like a classroom. Also, formal learning includes specialized programs like vocational training and professional training for correspondent subject areas. It takes place with the assistance of a well-developed curriculum. In order to maintain the standards of formal learning, formal learning centers like schools and universities are governed by organizations. These organizations can be different from one country to another. For example, some countries have school boards governing schools, whereas, some countries have local ministries governing schools and universities.

##### **2. Informal Learning**

Informal learning refers to unplanned and unstructured learning that takes place in an informal setting. This learning is carried out in a relaxed and free manner because it is not regulated by the educational curriculum. Informal learning can take place anywhere and anytime. For example, informal learning can take place in a park, on the school grounds, or at home. There are various informal learning methods, such as

conversations, fun activities as extracurricular activities in schools, forums and online communities. The sources of material taught in informal learning are also very diverse. Mentors/teachers can search for material sources freely, not only through books, they can search through the internet, such as Google, YouTube, and other sources.

## **2. Teaching Strategies**

### **a. Definition of teaching strategies**

Strategy is planning or ways that are deliberately arranged to achieve certain goals in an activity. Meanwhile, Koerniantono (2018) states that teaching strategies are the strategies chosen by the teacher in conveying the content of the subject matter. In determining strategies in learning a teacher must pay attention to the conditions, situations, what students need, learning resources and all things that are important in order to achieve effective and efficient learning goals.

The effect of the strategies are influenced by how the teacher adapts and applies the right strategy to deal with the target group and help students learn the desired course content and achieve the intended learning outcomes. The intended learning outcomes should guide which approach best suits the achievement of those outcomes.

## **b. Type of Teaching Strategies**

The teaching strategy is a way or path that must be gone through in the teaching process. Teaching strategies affect the achievement of learning objectives. Teachers whose poor in teaching strategies may cause students uneasy to attain their objectives in learning. According to Killen (1996) states that there are several types of teaching strategies, including:

### **1. Direct Learning Strategy**

The first strategy is the Direct Learning Strategy. This strategy is one of the most used strategies by teachers. Direct learning is a term often used for expository learning techniques, or lecture-like delivery techniques. A direct learning strategy is a form and approach to teacher-oriented learning. It is considered to be direct learning because teachers play a very dominant role in classroom interaction. Teachers deliver the learning material mainly orally and the process of learning activities are well-structured which enables teachers to control all learning activities. The main focus of this strategy is students' academic abilities. This strategy is mainly in the form of lectures and teachers' demonstrations. Besides, the strategy may include other forms of teaching which have direct control from the teachers.

## 2. Cooperative Learning Strategy

Another popular strategy carried out by language teachers is Cooperative learning. Cooperative learning is a learning strategy that emphasizes process work together to improve students' social skills. In the learning process the teacher usually divides students into several groups and each group usually consists of 3 to 5 students to study. In each group students are asked to work together in the learning process in class. Through cooperatives learning, students are encouraged to work together optimally according to circumstances from their group. Student cooperation matters that each member of the group should help and support each other in learning the learning material. High achieving students should help low achieving students because the final assessment is determined by success of the group. Individual failure is group failure, and vice versa. Therefore, each member must have full responsibility to the group.

Cooperative learning increases student's learning motivation , because each group member will give their best effort for their group, with good effort it is hoped that their group will get points or higher scores than other groups. Because in this case each member of the group will get the same score as other members of the group. Thus, the success of each individual is basically the success of the group. This kind of thing encourages every

member of the group to work hard to achieve success. In addition, the social perspective means that through cooperation each student helps each other in learning because they want all group members to gain success. Through intensive group work, students build their social skills which can lead to their tolerance of other group members and this can last a long time in their lives.

### 3. Problem Solving Learning Strategy

Problem-solving is another teaching strategy that is commonly implemented in language teaching. Problem-solving is teaching students how to solve a problem. Students are trained to understand the problems and how to solve them appropriately to get the right solution. Meanwhile, problem-solving learning strategies are techniques to help students understand and master the learning material using problem-solving strategies. Therefore, teachers are required to design the learning materials in the forms of problems to be solved by the students. Problem-solving in learning means problem solving as the content of the lesson through a series of learning activities to obtain a proper solution to the problems. The problems are often discussed in small groups of students.



#### 4. Repetition Strategy

Another strategy used by language teachers in teaching is the repetition strategy. This strategy is usually used by teachers to simply train students' memorization of certain learning materials. There are several learning activities to improve student memorization. For example, memorizing words, language structure, sentence construction, paragraph features, language use, etc. All material that students have learned is then re-studied with the aim that students understand the learning material in depth and so that students do not easily forget the learning material that has been taught. Understanding of more complex learning materials requires complex repetition strategies. Underlining key points, taking notes, summarizing, and paraphrasing and rewriting important information are all parts of complex learning material. Therefore, this strategy needs to be used accordingly to achieve the required learning objectives.

#### 5. Elaboration Strategy

Another strategy used by the teachers is the elaboration strategy. This strategy is the process of adding details so that new information becomes more meaningful. The elaboration strategy helps transfer new information from short-term to long-term memory in the brain by creating combinations of new and

existing information. This strategy enables teachers to provide more additional information in order for their students to have a higher understanding of the learning materials.

#### 6. Organizational Strategy

The last one is Organizational Strategy. This strategy helps students learn the content of the learning material by organizing all their ideas accordingly. The organizational strategy consists of regrouping ideas or terms into smaller subsets. The strategy also serves as the identification of key ideas or facts from a larger set of information. Several organizational strategies are familiar with the teachers, for example, note-taking, mind mapping, and concept mapping. Through applying in teaching learning processes, students can put their ideas in chronological order and they can understand them easily.

#### **c. The Characteristics of Teaching Strategies Used in Informal**

According to Saraka (2020) there are some characteristics teaching strategies used in informal learning, which are as follows:

##### 1. Learning is carried out in a relaxed atmosphere

Informal English learning is not bound by the educational curriculum or the rules of the educational institution. Learning goes according to the teacher's instructions that adjust to the needs of students.

2. Learning materials can be accessed from various sources

In the learning process, material sources are provided not only through textbooks but teachers can also access learning materials from the internet such as from YouTube, Google, articles or other material sources according to student needs. So the learning materials taught are diverse and varied not only through books, with a variety of sources of learning materials, learning will also be more interesting and the subject matter will also be wider for students

3. The learning process can be carried out anywhere and anytime

In the informal learning process, learning does not have to be carried out in the classroom but learning can be done anywhere and anytime. Teachers can carry out learning in halls, parks, in the yard and adapt to situations and conditions. And for the time of implementation of learning does not have to be carried out in the morning, but learning can be carried out in the afternoon or evening in accordance with the agreement of the teacher and students.

**d. English Teaching and Learning**

In the process of teaching and learning English in informal classes, there are 4 skills that teachers need to teach students as a basis for learning English. The 4 English skills are explained as follows:

## 1. Listening

‘Hearing’ is not just listening to sounds however, these sounds hearing means extracting the meaning, contemplating the things heard, and giving feedback on the meaning. Listening skill is the ability to accurately receive and interpret messages in the communication process and listening is key to all effective communication (Anil, 2021). Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated.

According to Cox Janelle (2020) there are several teaching strategies that teachers can use to teach listening skills to students, namely:

### a. Talk less and listen more

In conveying/teaching material the teacher must be able to create learning that is relaxed and fun instead of learning that is monotonous and boring. Because the existence of interesting learning will also attract the attention of students to take part in learning well.

### b. Encouraging note taking

Students are asked to jot down notes during learning process, it can lead to improved their listening skill.

Making notes is a process that involves absorbing information, followed by interpreting it and subsequently jotting it down. It is difficult for a student to make notes when the student is not fully being able to comprehend the subject matter. Hence, encouraging note taking would ensure that students ask questions until their doubts are resolved. While taking down notes, concentration levels out on jotting down necessary points, encourages students to listen intently and actively to their teachers.

c. Give students listening tasks

After students are accustomed to listening practice, then the teacher can provide questions related to the material they have heard and understood. Giving questions to students aims to determine the level of understanding of students related to the material that has been given.

d. Audio Visual strategy

An Audio-visual strategy in teaching English is an approach that combines both auditory and visual elements to enhance the learning experience for students. This strategy utilizes various multimedia resources to aid

in language acquisition and comprehension. Here's an explanation of key components:

1. Audio, this aspect involves using spoken language, music, sound effects, and recorded materials to expose students to authentic English pronunciation, intonation, and language usage. It helps learners develop their listening skill even also speaking skill.

2. Visual, visual components encompass the use of images, videos, animations, and written text to reinforce language concepts. Visual aids can include presentations, diagrams, and multimedia content. Visual elements help students grasp vocabulary, grammar, and context more effectively.

3. Integration, The effectiveness of this strategy lies in integrating audio and visual elements seamlessly into lessons. For instance, teachers can play a video clip with English dialogue and provide subtitles to connect spoken words with their written form. This reinforces both listening and reading skills.

4. Engagement, Audio-visual materials can make lessons more engaging and interactive. For example, interactive language learning apps, educational games, and multimedia presentations can captivate student's

attention and motivate them so participate actively in learning process.

5. Reinforcement, Repetition and reinforcement are essential in language learning. Audio-visual materials can be replayed or revisited as many times as needed, allowing students to practice and consolidate their understanding of English language elements.

6. Cultural context, Audio-visual materials can expose students to the cultural aspects of the English-Listening and even speaking world, including accents customs, and daily life. This helps learners gain a broader understanding of the language and its cultural context.

7. Accessibility, With an advancement of technology, audio-visual resources, are more accessible than ever before. Teachers can use online platform, apps, and educational software to incorporate audio-visual elements into their lessons.

In summary, an audio-visual strategy in teaching English leverages auditory and visual stimuli to create a comprehensive and engaging language learning experience. By integrating these components effectively, educators can enhance students' language acquisition,

improve comprehension, and promote active participation in the learning process.

## 2. Speaking

The second English skill is speaking. According to Hosni (2014) states that speaking is a means of expressing meaning or ideas through speech to other people so that what is conveyed can be understood, practiced, and learned. Speaking in English is not easy because the speaker has to know many important components such as pronunciation, grammar, vocabulary, fluency and comprehension. Learners must have the ability to speak English sufficiently in order to be able to communicate easily and effectively with other people both from within and outside the country who speak English. With the explanation above, it can be said that children will be able to master speaking skills well if they are able to compose and say words in English properly and correctly so that listeners can know the meaning of what is said.

According to Kayi (2006) there are several learning strategies in teaching speaking, namely:

### a. Discussions

Learning through discussion is a way of delivering learning materials and teachers provide opportunities for students to collect opinions, make conclusions or



compile various alternative solutions. Discussion as a learning method is the process of involving two or more participants to interact with each other, exchanging opinions, and or mutually defending opinions in solving problems so that an agreement is obtained between them. Learning using the discussion strategies is more interactive because learning through discussion provides opportunities for children to be more active and allows for direct feedback.

b. Role Play

Role play is a language learning technique that asks students to play certain roles in certain situations, using the target language being studied, namely English. This role playing is believed to be very effective for learning English, especially in speaking skills. With this role-play, conversation dialogue is one of the important elements for the implementation of this activity well.

c. Simulations

Simulations are very similar to role-plays, but what makes simulations different from role-plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For

example, if a student is acting as a singer, she brings a microphone to sing and so on.

d. Brainstorming

Brainstorming is a teaching technique by posing a problem to students, then students answer, express opinions, or make comments and generate as many new ideas as possible regarding the material provided. Brainstorming aims to stimulate the brain to think logically, spontaneously and creatively.

e. Storytelling

Storytelling is a teacher's effort in which students are able to convey the contents of feelings, thoughts or a story orally. Story telling fosters creative thinking for students. It also helps students to express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

f. Memorization

Memorization is a teaching strategy that retaining information through repetition and recall. It plays a fundamental role in education by helping students acquire and store facts, concepts, and skill in their long-term memory. While it has its merits, it should be used

judiciously and in conjunction with other teaching method for a comprehensive learning experience.

One of the primary benefits of memorization is that it fosters the acquisition of essential foundational knowledge. Students need to memorize facts, formulas, vocabulary and historical dates to build a strong base for higher-level thinking and problem-solving. Memorization also aids in developing cognitive skill such as attention, concentration, and discipline. It requires students to focus on a specific piece of information, engage in repetition, and self-test their recall abilities. These skills are transferable to various aspects of life and learning.

However, the overreliance on memorization can have downsides. It may promote rote learning, where students simply regurgitate information understanding its context or meaning. To mitigate this, educators should encourage critical thinking alongside memorization, prompting students to analyze, question, and apply what they've memorized.

Incorporating active learning strategies can enhance memorization. Techniques like mnemonic devices, visualization, and interactive activities make the process

engaging and effective. Furthermore, spaced repetition, where students revisit and review information over time, improves long-term retention.

In conclusion, memorization is a valuable teaching strategy for acquiring foundational knowledge and developing cognitive skill. However, it should be balanced with other pedagogical approaches that foster deeper understanding, critical thinking, and application of knowledge, ensuring a well-rounded education for students

g. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

h. Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their

groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

i. Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

3. Reading

Reading skills are abilities that pertain to a person's capacity to read, comprehend, interpret and decode written language and texts. Exceptional reading skills can be highly beneficial for students to assimilating and responding to written communications. While Reading comprehension is an activity to understand the essence of a text in English. The core referred to here is the idea or ideas contained in the English text.

According to Levy (2021), there are several stages of strategy in teaching reading, namely:

a. Assess level

Knowing the students' level is important for choosing materials. Before the teacher chooses the material to be

given to students, the teacher must first know the abilities possessed by students. So that in this way the material that the teacher provides will be in accordance with the proportions or abilities of the students, not too easy or not too difficult for students.

b. Choose the correct level of maturity

In selecting reading texts for students, a text must also be appropriate to the maturity level of the students—it is not appropriate to give children's story books to adult or adolescent students. However, there are edited versions of adult material such as classic and popular novels for ESL students that will interest them as they develop their reading skills.

c. Choose interesting material

Find out student interests. In the first days of class the teacher can ask students about their interests regarding certain subjects such as medicine, food, nature, travel, films and others. And then after knowing students' interests, the teacher can collect reading material to match those interests. Teaching reading with texts on this topic will increase students' motivation to read.

d. Build background knowledge

Before the teacher gives reading to students, it is important for the teacher to provide an understanding, description, and background about the culture or history contained in the story. For example, if the teacher wants to explain about a place in England, then the teacher must first explain about the background of the UK, which is of course very different from Indonesia, both in terms of culture, language and customs.

e. Expose different discourse patterns

In giving reading texts to students, the teacher must also be able to explain the writing patterns in these texts. For example, in the text of stories in the past, the writing uses past verbs and the story is composed from the introduction, then to the problem in the story, after that the climax / or peak of the story and the last is the end of the story. The second example is if the text is in the form of an essay, the essay text is arranged with a series of topics related to the main idea or thesis. Knowing the discourse pattern lets the reader know what to expect, and therefore increases comprehensibility.

f. Work in groups

In this session students work in groups, reading aloud to each other, discussing the material, doing questions

and answers, and so forth. Working in groups provides student interactivity thereby increasing motivation and learning. Students may choose their own groups or be assigned one, and groups may vary in size.

g. Make connections

In this case the teacher plays an important role in being able to increase connections between students in one group with good connections and motivation to learn between students so that learning within the group will be able to run well.

h. Extended practice

Too often students complete a reading text and then don't reread it. However, related activities in vocabulary, grammar, comprehension, and discussion increase the processing of the reading and boost student learning. In this case the teacher must often remind/teach the material that has been taught related to vocabulary, grammar or other important aspects. So students will not forget the material that has been taught by the teacher.

i. Assess informally

Too often people think "test" when they hear the word "assess". But the assessment of students does not have to be done through written tests/examinations.



Teachers can assess students by walking around and observing students in the learning process. For example during a reading discussion session, the teacher can carry out an assessment by observing and knowing the students' understanding of the reading. so the assessment does not have to be done through tests or exams.

j. Assess formally

There are also more formal assessments. But the assessment does not have to go through a multiple choice test. Teachers can use other assessment models such as assessment through essays. For example, the teacher gives a reading text about "Animal Farm" and students are asked to understand the contents of the reading then the teacher can ask students to retell what they have understood about the reading text. Assessment like this is more efficient because the teacher can know the level of understanding of each student.

4. Writing

Writing is one of the four English skills that is used to deliver ideas, opinions, thoughts and feelings in written form. According to Harmer (2004:31) writing is a way to produce language and express idea, feeling and opinion. As a teacher must know already how important it is to teach writing skills to

students, because with writing activities can develop oral and written communication skills.

According to Irikawati (2017) there are several teacher strategies in teaching writing skills, including:

a. Strategy by using images media

In this strategy, teachers can use media images as learning media. In this strategy, students are asked to see and express pictures in a text. After that students can be asked to read the results of their writing in front of the class. In addition to training students' writing skills, this strategy also trains students' self-confidence

b. Strategy by Using the Environment as a Learning Resource

In this strategy the teacher can take advantage of the surrounding environment. The teacher asks students to describe an object that is around them, in which this strategy is a form of descriptive writing work. With the existence of a source of learning environment by the teacher can enrich students' insight and knowledge because learning is not only limited to the room and is actually more accurate, because children can be directly involved. The benefit is that learning activities become

more interesting and not boring and increase student motivation.

c. Strategy by using games

The next strategy is to use games in learning to increase knowledge and vocabulary. This is done so that learning becomes more interesting, especially in training students' writing skills. Games that can be used are guessing words, spelling words, guessing pictures using English and so on. By using this strategy, students can understand lessons more easily because they feel comfortable, fun and students are also active in learning because there are discussions in it.

d. Self-Editing and Self-Correcting Strategies

In this strategy, students are required to be able to edit and correct errors in their own writing. At the beginning of the learning process the teacher redistributes student writing marked with errors and asks students to correct their own mistakes. After they finished correcting their own mistakes, then the teacher reconfirmed what he had written. With the use of strategies in the invite material, it can be seen that students are more energetic and active. This is used so that students are able to correct their own mistakes. For students who have not been able to correct

themselves and the teacher can provide special understanding.

**e. The problems in the implementation of learning strategies in the teaching and learning English**

According to Mustofa (2021) there are several teacher problems in implementing English learning strategies, including:

1. Small number of students in one class.

In the application of the educational strategy by the teacher, the number of students influences the success of the learning strategy applied, if the number of students in one class is only a few and even only a few students then this is of course the learning strategy does not work optimally and certainly affects the results of the learning achieved.

2. Limited time to study.

The second problem is not enough time to learn and practice English. Students are faced with an environment that is not supported by English speaking interactions. Most students only study English at school with a relatively short time, only about 2 hours a week. Of course, with a short time this greatly affects the achievement of learning objectives even though good learning strategies have been implemented.

3. Lack of student attention during the learning process takes place.

The lack of student attention in the learning process can of course also affect the achievement of a good learning strategy, because if students do not pay attention to the learning conveyed by the teacher, students will not fully understand the material presented so that the learning strategy will not run maximally.

4. Lack of educational facilities that accommodate.

The lack of supporting facilities in the learning process is of course very influential in the application of learning strategies. If the facilities needed in implementing learning strategies are lacking or even non-existent then this is very influential in implementing these strategies and of course also affects the process and results of learning. Therefore, it can be said that facilities are one of the important things in achieving the goals of learning.

## **B. Previous Studies**

The first previous study that is according to Cahyani Rosita Dini (2015) by title "The Implementation of the English Club as an Extracurricular Program at SMPN 3 Malang". This study aims to describe the implementation of the Extracurricular English Club Program at SMPN 3 Malang. The research approach used by researcher is a qualitative descriptive method with data collection techniques in the form of interviews, observations, field notes, and questionnaires. The results of the study show that the main activity in the English Club Program is story telling. In story telling activities, students are asked to tell their personal experiences in the past, interview activities between students regarding their personal experiences, students are asked to introduce themselves using English and the main activity is a story telling performance by students. The results of the study showed that students' English skills increased after participating in a series of activities at the English Club Extracurricular Program.

The second previous study that is according to Marfu'ah Siti (2020) by title "English Club as an Extracurricular: (A Case Study at SMKN 1 Teluk Kuantan)". This research aims to find out the implementation of English Club activities at SMKN 1 Teluk Kuantan, students' responses to English Club activities, and problems that arise in English Club activities at SMKN 1 Teluk Kuantan. The research approach used by researchers is Qualitative with case study techniques with purposive sampling. The results

showed that there were 5 English Club activities at SMPN 1 Teluk Kuantan, including namely game activities, short conversations, phrases that are often used in daily life, translating texts and making bulletin boards. This study also found that there are several problems that arose in English Club activities, namely facilities that did not accommodate, students' lack of interest in learning, and student indiscipline in participating in activities at the English Club.

The third previous study that is according to Desmiyanti (2022) by the title “English Club to improve Students’ Speaking Skill: A Case Study of an Indonesian Islamic Senior High School”. This study aims to investigate the role of the English Club on students’ success in learning English through the English Club at an Islamic Senior High School in Sungai Penuh, Jambi Province, Indonesia. The research approach used by researcher is qualitative research in form of a case study. The results of the study show that the purpose of the English club activities is to participate in debate and speech competitions. but it was found that the students were not maximal enough to speak English. thus, then the teacher applies several learning strategies, namely providing tasks that stimulate thinking, giving responsibility, working in a group, managing time in a flexible way, and refined understanding by using critical thinking. Based on the findings, it can be concluded that the role of English Club was preparation to face competitions however it also improved the students' speaking skills which increased their vocabulary, self-confidence, and fluency.

The fourth previous study that is according to Juliana (2022) by the title “English Club Activities to Increase the Nursing Students’ Motivation in Learning English: Students’ Perception”. The research approach used by researcher is qualitative Descriptive, by looking at the result of students’ responses of English Club. This research was conducted at the Kesdam Iskandar Muda Nursing Academy Banda Aceh (AKIMBA) with a sample of 50 students who joined in English Club activities. The data collection method in this study was a questionnaire. The questionnaire was used to find out students’ perceptions of English Club activities. The result of this study showed that the average score of student perceptions was 82.3%. It means that students totally agree with the activities of English Club at AKIMBA and it has a very important role in enhancing the nursing students’ interest in English learning. English Club activities can increase the motivation of nursing students in learning. The students feel fun and enthusiastic while gaining the material of the English Club.

The fifth previous study that is according to Fitriani Sonia, et al (2021) by the title “The Importance of English Club: A Case at English Education Study Program Universitas Muhammadiyah Palembang”. The research approach used by researchers is qualitative research and used questionnaire to collecting the data and percentage analysis to analysis the data. The objective of this study was to know the importance of English club to improve students’ English ability. The result of this study showed that students think that English Club can be useful to improve their English



ability, especially in speaking skills. After joining the English club, the students are able to organize their ideas for speaking, more comfortable in speaking English, putting less effort to understand and willing to communicate in English.

**Table 1.1**

**Similarities and differences of previous study**

No	Title	Authors	Similarities	Differences
1	The Implementation of the English Club as an Extracurricular Program at SMPN 3 Malang.	Cahyani Rosita Dini (2015).	Describe the implementation of the Extracurricular English Club. Research approach is qualitative descriptive method.	Focus on main the activity in the English Club Program at SMPN 3 Malang and the main activity is story telling.
2	English Club as an Extracurricular: (A Case Study at SMKN 1 Teluk Kuantan).	Marfu'ah Siti (2020).	Implementation of English Club activities. The research approach used by researchers is Qualitative with case study techniques with purposive sampling.	showed that there were 5 English Club activities at SMPN 1 Teluk Kuantan, including namely game activities, short conversations, phrases that are often used in daily life, translating

				texts and making bulletin boards.
3	English Club to improve Students' Speaking Skill: A Case Study of an Indonesian Islamic Senior High School.	Desmiyanti (2022)	Implementation and the role of English Club activities. Research approach is qualitative research in form of a case study	The results of the study show that the role of the English club activities is to participate in debate and speech competitions.
4	English Club Activities to Increase the Nursing Students' Motivation in Learning English: Students' Perception.	Juliana (2022)	Implementation and students perception about English Club activities. The research approach used by researcher is qualitative Descriptive.	The result of this study showed that the average score of student perceptions was 82.3%. It means that students totally agree with the activities of English Club at AKIMBA and it has a very important role in enhancing the nursing students' interest in English learning.

5	The Importance of English Club: A Case at English Education Study Program Universitas Muhammadiyah Palembang.	Fitriani Sonia, et al (2021)	Implementation and students perception about English Club activities. The research approach used by researcher is qualitative research.	The result of this study showed that students say that English Club can be useful to improve their English ability, especially in speaking skills.
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## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This study employed a descriptive qualitative research method. It is used to describe how the teacher's strategies in teaching English at "English Club" of SMP Batik PK Surakarta. In this study, to provide an overview of the teacher's strategy in teaching English at the 'English Club', the descriptive Qualitative research approach was the most suitable for this study.

Qualitative research is an approach to express and understand the meaning or phenomenon of both individuals or groups that come from social life (Creswell, 2014). Meanwhile, Qualitative descriptive research method is research by describing clearly and in depth about a phenomenon or event, in order to find out what was involved, what happened and where these phenomena occurred (Lambert & Vickie, 2012)

So it can be concluded that to find out what strategies are used by teachers in teaching "English Club" at SMP Batik PK Surakarta and what are the problems in the implementation of the teacher's strategies in teaching the English Club at SMP Batik PK (Program Khusus) Surakarta in The Academic Year of 2023/2024. In this research, qualitative descriptive research is the most suitable research method for this research.

## B. Setting of the Study

### 1. Setting of Place

The research on the Teacher's Strategies in Teaching English at "English Club" of SMP Batik PK Surakarta in the Academic Year of 2023/2024 takes place in the "English Club" Class of SMP Batik PK Surakarta.

### 2. The time of the Research

Activites	Month and Year				
	November 2022	May 2023	August- Sept 2023	October 2023	November 2023
Pre- observation	✓				
Thesis Proposal Seminar		✓			
Collecting Data			✓		
Analyzing the Data				✓	
Thesis Examination					✓

### **C. Subject and Object of the Research**

#### 1. The Subject of the Research

The subject of this research is the Teacher and the Students at Extracurricular “English Club” of SMP Batik PK (Program Khusus) Surakarta in The Academic Year 2023/2024.

#### 2. The object of the Research

The object of this research is The Teacher’s Strategies in Teaching English at “English Club” of SMP Batik PK Program Khusus) Surakarta in The Academic Year 2023/2024 and the problems in the implementation of the teacher's strategies in teaching the English Club at SMP Batik PK (Program Khusus) Surakarta in The Academic Year of 2023/2024.

### **D. Data and Source of the Data**

#### 1. Data

The data of this research are Transcript of interviews, documentation of learning activities in the “English Club” class and learning materials teach by the teacher related to the Teacher's strategies in teaching English at “English Club” of SMP Batik PK (Special Program) Surakarta in The Academic Year 2023/2024.

#### 2. Source of the data

According to Sidiq and Choiri (2019:38) Source of the data in qualitative research is from the subject of research, it can be interview,

photo, document, observation, questionnaire, and etc. Source of the data from this research will be collected through observation and interviews related to the Teacher's Strategies in Teaching English at the "English Club" of SMP Batik PK (Special Program) Surakarta in the Academic Year 2023/2024.

#### **E. Technique of Collecting Data**

Data collection techniques in research are techniques used by researchers to collect data. Data collection is carried out to obtain the information needed in order to achieve research objectives. In this research, researchers collected data through observation and interview.

##### **1. Observation**

Observation is the activity of direct observation of objects or activities to obtain factual data and without any manipulation (Hasanah, 2016). In this study, the researcher made direct observations to obtain factual data related to the strategy used by the teacher in teaching the informal "English Club" class at SMP Batik PK (Special Program) Surakarta in the Academic Year 2023/2024.

##### **2. Interview**

Interviewing is the process of obtaining research data by means of question and answer between the interviewer and the respondent either directly or indirectly, in order to obtain valid and fact-based data (Wahyuni, 2014). In this study, the researcher conducted in-depth interviews with the English club teachers in order to obtain in-depth and

as much information regarding the strategy used by the teacher in teaching the informal "English Club" class at SMP Batik PK (Special Program) Surakarta in the Academic Year 2023/2024.

## **F. Technique of Data Analysis**

Technique of analyzing data is a process of searching, systematically, compiling data obtained by researchers from interviews, field notes and documentation by organizing the data then explaining and compiling into pattern, seeking important information, and finally drawing conclusions. According to Matthew et al., (2014: 31), there are three steps in data analysis, namely:

### **1. Data Condensation**

Data condensation refers to the process of selecting, focusing, simplifying data that appears in field notes, both written data, interview transcripts, documents or other forms of data. By condensing the data, it will make the data obtained stronger. From these explanations it can be concluded that data condensation is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that "final" conclusions can be drawn and verified.

### **2. Data Display**

The second component is data display, Data display is a collection of information or data that has been organized, compressed and detailed which allows for conclusion and action. Display data has many types including matrices, graphs, charts, and descriptions. In this study,



researchers present data through concise, clear and detailed descriptions so that they are easy to access and draw conclusions.

### 3. Drawing and Verifying Conclusions

The last component is drawing and verifying conclusions. In this research, conclusions were drawn continuously throughout the research phase. The researcher written interpretation from the data that have obtained as the conclusion. After that, the conclusion was verified to be more convinced on the conclusion. The researcher took conclusion after presenting and analyzing the data.

## **G. The Trustworthiness of the Data**

According to Sidiq and Choiri (2014: 94) say that triangulation data is defined as checking data from various sources, methods/techniques, and times which are explained as follows:

### 1. Triangulation by using sources

Triangulation by using sources is for check the credibility of data by checking data by using some sources.

### 2. Triangulation by using technique

Triangulation using techniques is testing the credibility of data by checking data from the same source using different techniques. For example, data obtained by interview, then checked by observation, documentation, or questionnaires.

### 3. Triangulation by using time

Triangulation by using time is for check the data when the data still fresh or after the data collected the researcher must check then analyze the data.

In this research, the researcher used technique triangulation. Thus the researcher checks the trustworthiness of data by comparing data from observation and interview related to the strategy used by the teacher in teaching the informal "English Club" class at SMP Batik PK (Special Program) Surakarta in the Academic Year 2022/2023.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Finding

The researcher presents the finding of the data that have been found through interview and observations which are relevant to the teacher's strategies and the problem in the implementation of teacher's strategies in teaching English at English Club of SMP Batik PK (Program Khusus) Surakarta in the academic year of 2023/2024, finally the researcher got some data. The following researcher presents the finding of the study are divided into two finding, namely:

#### 1. Strategies used by teacher in teaching English at "English Club" of SMP Batik PK (Program Khusus) Surakarta in the academic year of 2023/2024.

##### a. Story Telling

In teaching English at English Club, the teacher uses Story Telling strategy as evidenced by the results of observations and interviews as follows:

##### 1. Observation

Based on the first observation in 3 August 2023, In the main activity, the teacher introduces herself to students, starting from the full name, nickname, home address and the teacher's daily activities. After that, the teacher asked students to write a story

containing an introduction about themselves and the most meaningful experience during the off school. In this activity, students are allowed to use Smartphones as a tool for translating. After the students have finished doing the task, then the teacher calls the names of the students randomly, then the students whose names are called are asked to come to the front of the class with notes that have been written and then students are asked to tell what they have written, which is related to their daily activities when school is closed. After the student has finished telling what was written, then the teacher asks the student to sit down and will call another student's name randomly, and continue until the last student.

## **2. Interview**

Based on the interview the teacher said "In this learning strategy, I gave the assignments to the students to compose words in English related to their most memorable personal experiences during the off school. Students can also use their smartphones as a tool to help translate words that they want to express. After they have finished writing, then I asked them one by one to come to the front of the class to tell their personal experiences that they have written. After that I will correct their pronunciation of English words. I think the story telling strategy is an effective strategy because with storytelling strategy students can be

creative in composing English words, learning and understanding English words that they don't know yet, being able to express meaning and stories and of course in this case it can improve their speaking and even writing skills and their self-confidence". (Interview with the English Club's teacher in SMP Batik PK Surakarta on 14th September 2023).

#### **b. Audio Visual Strategy**

In teaching English at English Club, the teacher uses Audio Visual strategy as evidenced by the results of observations and interviews as follows:

##### **1. Observation**

Based on the second observation in 10 August 2023, teacher distributes a piece of paper to all students with the lyrics of the song "You raise me up" written on it, then the teacher turns on the LCD projector and plays the video of the song entitled "You raise me up". Then the teacher asks students to watch and listen to the video of the song while matching the lyrics in the song with those on a piece of paper. The teacher plays the song twice. After that the teacher said *"Okay students, setelah mendengar lagu itu, mari kita coba untuk mengucapkan lirik nya, ibu akan baca 1 baris lirik, kemudian kalian ulangi kata-kata tersebut setelah ibu, apakah dimengerti?"*. Then the students answered *"yes miss"*. After that the teacher began to pronounce the lyrics of the song which the students then followed.

This is useful for practicing students' pronunciation in English. Then after several times, the teacher appoints one of the students to read one line of the song lyrics, to check the students' pronunciation after what they have learned.

## **2. Interview**

Based on the interview the teacher said "In teaching English in the English club class, I also use audio-visual strategy. Because in this increasingly advanced era, I want to make the most of technology in teaching English to students because by choosing interesting learning strategies, students will also be more interested in learning and participating in learning. In this learning strategy, I use an LCD projector and play the song video in front of the class, after that ask students to watch the video clip and listen to the lyrics to hone their listening skills" (Interview with the English Club's teacher in SMP Batik PK Surakarta on 14th September 2023).

### **c. Memorization**

In teaching English at English Club, the teacher uses Memorization strategy as evidenced by the results of observations and interviews as follows:

#### **1. Observation**

Based on the third observation in 24<sup>th</sup> August 2023, the teacher asks students to prepare a piece of paper containing the lyrics to

the song "You raise me up" that the teacher distributed last week. While the students prepare the paper, then the interesting thing here, the teacher gives ice cream to the students one by one. Then the teacher plays the video song and asks the students to listen while eating the ice cream that the teacher has given. By being given ice cream, students appear to be more enthusiastic and enthusiastic about receiving learning. After they finished listening and eating ice cream, then the students are asked to read one line of the song lyrics, then the teacher and students translate the lyrics together into Indonesian. Also, the teacher asks students to write the meaning of each word that has been translated. After all the song lyrics are translated, the teacher then asks students to memorize the meaning of each word from the first 4 verses of the song lyrics. After that the teacher said *"baik anak-anak setelah menghafal arti kata dari 4 bait pertama, Sekarang ibu akan mengecek apakah kalian sudah hafal atau belum arti dari setiap kata yang telah kita pelajari, apakah siap anak-anak?"* then the students answered *"siapp miss"* after that the teacher said *"baik anak-anak, sekarang ibu ingin tahu, apa arti nya dari kata wait yaa?"* then the students answered *"tunggu miss"* then the teacher said again *"that's right, lalu apa arti dari kata my heart ya anak-anak?"* then the children answered *"hatiku miss"* then the teacher answered

"*that's right* " then the teacher continued checking, after that, the teacher also checked each student's understanding of the meaning of English words. The teacher calls one of the students' name to be asked about the meaning of the word that she/he memorized and checks the student's pronunciation is correct/wrong.

## **2. Interview**

Based on the interview the teacher said "in this memorization learning strategy, I want students to really memorize the meaning of each lyric of this song correctly, because this is very useful for increasing students' understanding of vocabulary, so by understand a lot of vocabulary in English, so their English skills will automatically improve." (Interview with the English Club's teacher at SMP Batik PK Surakarta on 14th September 2023).

## **2. The problems in the implementation of the teacher's strategies in teaching the English Club at SMP Batik PK (Program Khusus) Surakarta in The Academic Year of 2023/2024.**

### **a. Limit time to study**

Insufficient learning time also affects the implementation of learning strategies used by teachers. This is in accordance with the results of interviews with teachers, she said "*kegiatan ini kan hanya dilaksanakan sekitar 1 jam ya mbak dari jam 4 sore sampai 5 sore,*



*jadi kurangnya waktu pembelajaran tentunya juga mempengaruhi penerapan strategi pembelajaran, yaitu penerapan strategi pembelajaran yang kurang maksimal yang nantinya hal ini tentu juga mempengaruhi hasil belajar siswa”*. (Interview with the English Club’s teacher in SMP Batik PK Surakarta on 14th September 2023).

**b. Lack of student attention during the learning**

The lack of student attention in the learning process can of course also affect the achievement of a good learning strategy, because if students do not pay attention to the learning conveyed by the teacher, students will not fully understand the material presented so that the learning strategy will not run maximally. This is in accordance with the results of interviews with teachers, she said *“untuk masalah lain itu mungkin ada beberapa siswa yang ketika di jelaskan tetapi tidak memperhatikan dan asyik bermain sendiri”*. (Interview with the English Club’s teacher in SMP Batik PK Surakarta on 14th September 2023).

**B. Discussion**

This section presents the discussion about the finding.

**1. Strategies used by Teacher in Teaching English at English Club of SMP Batik PK (Program Khusus) Surakarta in the academic year of 2023/2024.**

Based on the result of the data analysis, the researcher discussed the research questions in this study. The result of this study showed there are three suitable and common strategies in teaching English at English Club of SMP Batik PK (Program Khusus) Surakarta in the academic year of 2023/2024. They are Story-telling, audio-visual strategy and memorization.

The first strategy is story-telling. According to Kayi (2006), Storytelling is a teacher's effort in which students are able to convey the contents of feelings, thoughts or a story orally. Story telling fosters creative thinking for students. It also helps students to express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. In this strategy, the teacher asks students to write about their personal experiences during the off school. After that, the teacher asked students to tell the results of their written work in front of the class one by one. This strategy is certainly very positive for improving students' English language skills, especially speaking, writing skills and can even increase students' level of vocabulary understanding and can increase each student's self-confidence.

The second strategy it is audio-visual strategy, according to Cox Janelle (2020) Audio-visual strategy in teaching English is an approach that combines both auditory and visual elements to enhance the learning experience for students. In this strategy, the teacher uses an LCD

projector and laptop, then plays a video song for the students to watch and listen to. This strategy is a very effective and useful strategy in learning English because audio-visual strategy in teaching English leverages auditory and visual stimuli to create a comprehensive and engaging language learning experience. By integrating these components effectively, educators can enhance students' language acquisition, improve comprehension, and promote active participation in the learning process.

The last strategy is memorization. According to Kayi (2006), Memorization is a teaching strategy that retains information through repetition and recall. It plays a fundamental role in education by helping students acquire and store facts, concepts, and skills in their long-term memory. By implementing regular rote learning strategies as well as regular repetition and memorization, where students are asked to review and review information from time to time, it can improve students' understanding and memory in the long term. In applying this strategy, the teacher asks students to translate each word from the lyrics of the song "You raise me up" then the students are asked by the teacher to memorize the meaning of the song lyrics. After they have memorized it, the teacher will check the students' memorization one by one, and correct the students if there are mistakes in pronunciation or meaning of words.

**2. The problems in the implementation of the teacher's strategies in teaching the English Club at SMP Batik PK (Program Khusus) Surakarta in The Academic Year of 2023/2024.**

a. Limit time to study

Insufficient learning time also affects the implementation of learning strategies used by teachers. This is in accordance with the results of interviews with teachers, she said *“kegiatan ini kan hanya dilaksanakan sekitar 1 jam ya mbak dari jam 4 sore sampai 5 sore, jadi kurangnya waktu pembelajaran tentunya juga mempengaruhi penerapan strategi pembelajaran, yaitu penerapan strategi pembelajaran yang kurang maksimal yang nantinya hal ini tentu juga mempengaruhi hasil belajar siswa mbak”*. (Interview with the English Club’s teacher in SMP Batik PK Surakarta on 14th September 2023). Limit time to study b actually has a negative impact on students' understanding of learning material and the results of learning. Research shows that time constraints can hinder students' understanding of the learning material provided.

b. Lack of student attention during the learning process

Student attention in the process is the student's activity to focus concentration on listening and paying attention to what the teacher says regarding the ongoing learning. The lack of student attention in the learning process can of course also affect the

achievement of a good learning strategy, because if students do not pay attention to the learning conveyed by the teacher, students will not fully understand the material presented so that the learning strategy will not run maximally. This is in accordance with the results of interviews with teachers, she said “*untuk masalah lain itu mungkin ada beberapa siswa yang Ketika di jelaskan tetapi tidak memperhatikan dan asyik bermain sendiri*”. (Interview with the English Club’s teacher in SMP Batik PK Surakarta on 14th September 2023). To attract students' attention, teachers can use various methods, including making pre-learning as interesting as possible. Examples of pre-learning activities that attract students' attention include inviting students to do ice breaking activities such as playing games, singing, doing physical exercises, and so on.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After describing and analyzing the data, the researcher was able to draw some conclusions based on the result of the observation and interview of the teacher strategies and the inhibiting problem for teacher in the implementation of the teacher's strategies in teaching English at English Club of SMP Batik PK (Program Khusus) Surakarta in the academic year of 2023/2024. The teacher applies dome strategies, there are story-telling, audio-visual strategy and memorization.

The first strategy is story-telling. Storytelling is a teacher's effort in which students are able to convey the contents of feelings, thoughts or a story orally. Story telling fosters creative thinking for students. The second strategy it is audio-visual strategy, Audio-visual strategy in teaching English is an approach that combines both auditory and visual elements to enhance the learning experience for students. This strategy is a very effective and useful strategy in learning English because audio-visual strategy in teaching English leverages auditory and visual stimuli to create a comprehensive and engaging language learning experience. By integrating these components effectively, educators can enhance students' language acquisition, improve comprehension, and promote active participation in the learning process. The last strategy is memorization, memorization is a teaching strategy that retains information through repetition and recall. It plays a fundamental role

in education by helping students acquire and store facts, concepts, and skills in their long-term memory.

In teaching English at English club by using various strategies, the teacher also faced some problem in the implementation of the teacher's strategies. Based on observations and interviews, there are 2 problems faced by teachers in implementing these learning strategies, the first is limit time to study, Duration of limited or even less learning time, of course, greatly influences the implementation of strategies used by teachers so the learning strategy will not run maximally. This is in accordance with the results of interviews with teachers, she said "*untuk masalah nya mungkin yang pertama itu durasi belajar yang hanya sebentar, jadi kurang maksimal dalam penerapan strategi yang digunakan mbak, sehingga nantinya pasti juga mempengaruhi hasil dari peelajaran*". (Interview with the English Club's teacher in SMP Batik PK Surakarta on 14th September 2023). And the second one is lack of student attention during the learning process, the lack of student attention in the learning process it of course also affect the achievement of a good learning strategy, because if students do not pay attention to the learning conveyed by the teacher, students will not fully understand the material presented so that the learning strategy will not run maximally. This is in accordance with the results of interviews with teachers, she said "*untuk masalah lain itu mungkin ada beberapa siswa yang Ketika di jelaskan tetapi tidak memperhatikan dan asyik bermain*".

*sendiri*". (Interview with the English Club's teacher in SMP Batik PK Surakarta on 14th September 2023).

## **B. Suggestion**

Based on the conclusion and implication above, it can be suggested as follows:

1. For the teacher
  - a. The teacher should know the ability to their students to decide what strategies the teacher's used for teaching. For choosing the strategies the teacher should give attention to students condition and student's need.
  - b. The teacher should make the English class more interesting. So, the students can't be bored in teaching-learning process.
2. For the students
  - a. The students should more give pay attention and more active while the teaching and learning process. So they can understand the material given by the teacher easily.
  - b. The students should read more and listen more about English anytime and anywhere, and they need to realize that learning was not only happened in class but the can do it everywhere because remembering the importance of English language for their future.



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# APPENDICS

## APPENDIX

### Appendix 1. Fieldnotes

#### FIELNOTES

1<sup>st</sup> meeting (Thursday, 3th august 2023)

Time : 16.00 – 17.00 p.m

Place : Class 8B of SMP Bstik PK Surakarta

Material : Story telling

Opening :

The first observation was held at 16.00-17.00 p.m, 3th August 2023. The In the beginning of the meeting, the teacher greeted the students and asking their condition first. After that the teacher checking their attendance one by one.

Main Activity :

In the main activity, the teacher introduces herself to students, starting from the full name, nickname, home address and the teacher's daily activities. After that, the teacher asked students to write a story containing an introduction about themselves and the most meaningful experience during the off school. In this activity, students are allowed to use Smartphones as a tool for translating. After the students have finished doing the task, then the teacher calls the names of the students randomly, then the students whose names are called are asked to come to the front of the class with notes that have been written and then students are asked

to tell what they have written, which is related to their daily activities when school is closed.

Closing :

The teacher corrects the English words that they have composed and said, and the teacher also reminds the students to stay enthusiastic and continue learning English. The meeting ended at 05.00 p.m by teacher saying wassalammualaikum.

2<sup>nd</sup> meeting (Thursday, 10<sup>th</sup> August 2023)

Time : 16.00 – 17.00 p.m

Place : Class 8B of SMP Bstik PK Surakarta

Material : Song, the title is “You Raise Me Up”

Opening :

This activity started at at 16.00-17.00 p.m, 10<sup>th</sup> August 2023. The In the beginning of the meeting, the teacher greeted the students and asking their condition first. After that the teacher checking their attendance one by one.

Main Activity :

In the main activity, the teacher distributes a piece of paper to all students with the lyrics of the song "You raise me up" written on it, then the teacher turns on the LCD projector and plays the video of the song entitled "You raise me up". Then the teacher asks students to watch and listen to the video of the song while matching the lyrics in the song with those on a piece of paper. The teacher plays the song twice. After that the teacher said “*Okay students, setelah mendengar lagu itu, mari kita coba untuk mengucapkan lirik nya, ibu akan baca 1 baris lirik, kemudian kalian ulangi kata-kata tersebut setelah ibu, apakah dimengerti?*”. Then the students answered “*yes miss*”. After that the teacher began to pronounce the lyrics of the song which the students then followed. This is useful for practicing students' pronunciation in English.

Closing :



The teacher corrects the English words that they have said, and the teacher also reminds the students to stay enthusiastic and continue learning English. The meeting ended at 05.00 p.m by teacher saying wassalammualaikum.

3<sup>rd</sup> meeting (Thursday, 24<sup>th</sup> August 2023)

Time : 16.00 – 17.00 p.m

Place : Class 8B of SMP Bstik PK Surakarta

Material : Song, the title is “You Raise Me Up”

Opening :

This activity started at at 16.00-17.00 p.m, 24<sup>th</sup> August 2023. The In the beginning of the meeting, the teacher greeted the students and asking their condition first. After that the teacher checking their attendance one by one.

Main Activity :

The teacher asks students to prepare a piece of paper containing the lyrics to the song "You raise me up" that the teacher distributed last week. While the students prepare the paper, then the interesting thing here, the teacher gives ice cream to the students one by one. Then the teacher plays the video song and asks the students to listen while eating the ice cream that the teacher has given. After they finished listening and eating ice cream, then the students are asked to read one line of the song lyrics, then the teacher and students translate the lyrics together into Indonesian. And then the teacher asked to the students to memorized the meaning of the lyrics that they have translated.

Closing :

The Teacher checked each student's understanding of the meaning of English words. The teacher calls one of the students' name to be asked about the

meaning of the word that she/he memorized and checks the student's pronunciation is correct/wrong. The meeting ended at 05.00 p.m by teacher saying wassalammualaikum.

## Appendix 2. Interview Script

Interview to the teacher

Researcher : Assalammualaikum miss, selamat siang miss

The Teacher : waalaikumsalam, siang mbak

Researcher : Sebelumnya perkenalkan Kembali miss, saya Arrafi dari UIN Raden Mas Said solo atau yang biasa di kenal sebagai IAIN Surakarta, izin untuk melakukan wawancara terkait kegiatan English Club di SMP Batik PK ini Miss?

The Teacher : Iya mbak, silahkan

Researcher : Sebelumnya, apa itu kegiatan English Club Miss?

The Teacher : English club ini merupakan salah satu kegiatan ekstrakurikuler Bahasa Inggris yang ada di SMP Batik PK, yang bertujuan untuk meningkatkan kemampuan berbahasa Inggris siswa dengan suasana yang santai mbak

Researcher : Sudah berapa lama kegiatan ini berjalan miss?

The teacher : Sekitar 4 tahunan mbak

Researcher : Untuk saat ini ada berapa jumlah siswa yang bergabung di ekskul ini miss?

The Teacher : Ada sekitar 16 siswa

Researcher : Kegiatan ini untuk mengasah skill Bahasa Inggris apa saja miss?

The teacher : kalau skill kita selaras saja mbak, kita ngga menonjolkan salah satu skill atau bagaimana, dalam kegiatan ini, kita mengasah semua skill yang ada, baik listening, speaking, ataupun yang lainnya

Researcher : Selanjutnya, apakah materi yang di ajarkan mengacu pada kurikulum miss?

The Teacher : No mbak, ekskul ini tidak mengacu pada kurikulum ataupun RPP, guru membuat sendiri kegiatan-kegiatan atau mater-materi yang akan diajarkan di setiap minggunya.

Researcher : Kalau kegiatannya sendiri biasanya dilaksankana dimana saja ya miss?

The teacher : Kalau itu menyesuaikan mbak, kadang di kelas 8B, kadang juga di halaman sekolah

Researcher : lalu strategi pembelajaran apa saja yang miss gunakan dalam mengajar?

The teacher : Seperti yang sudah kita bicarakan sebelumnya ya mbak, pada pertemuan pertama saya menggunakan story telling, pada pertemuan kedua saya memanfaatkan LCD, Laptop dan proyektor saya menggunakan audio-visual strategi, lalu pada pertemuan yang Ketika saya menggunakan memorization

Resercher : baik miss, lalu masalah apa saja yang dihadapi dalam penerapan-penerapan strategi-strategi tersebut miss?

The teacher : untuk masalahnya mungkin ya ada beberapa siswa yang kurang memperhatikan Ketika di jelaskan, lalu ada juga yang terlihat kurang konsentrasi, mungkin karena sudah sore ya mbak, jadi anak-anak sudah banyak yang Lelah, lalu untuk factor lain mungkin waktu kegiatan yang singkat, yang hanya dilaksanakan sekitar 1 jam saja, jadi kurang maximal saja mbak

Researcher : Lalu untuk menanggulangi hal tersebut bagaimana miss?

The Teacher : Ya mungkin pada waktu memulai pembelajaran, saya akan menumbuhkan rasa semangat siswa dulu mbak, salah satunya ya itu, dengan tepuk tangan sesuai dengan angka yang saya ucapkan dalam Bahasa inggris, lalu biasanya saya memberi makanan/minuman ataupun hanya permen kepada siswa, sehingga siswa itu akan merasa tertarik untuk belajar

Researcher : begitu, seperti yang waktu itu, miss memberikan ice cream kepada siswa itu ya miss?

The teacher : Iya mbak

Researcher : Baik miss, saya rasa wawancaranya cukup sampai disini, terma kasih sudah meluangkan waktunya miss

The Teacher : Sama-sama mbak

Researcher : Wasalammualaikum miss

The Teacher : Waalaikumsalam wr wb.

Appendix 3. Documentation



*Students memorize the meaning of the lyric “You Raise Me Up”*



*The teacher explains the meaning of the lyric*

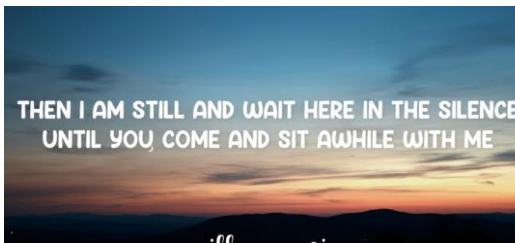
YAYASAN PENDIDIKAN BAYU SURABAYA SMP BAYU PROGRAM KHUSUS SURABAYA Jalan Pemuda No. 100, Surabaya, Jawa Timur 60119 Telp. (031) 8411111					
PRESENSI ENGLISH CLUB					
AGUSTUS	NO	NAME	CLASS	03/08/23	16/08/23
	1	AFA	7A	✓	✓
	2	DEA	7A	✓	✓
	3	RAKA	7A	✓	✓
	4	ALYA	7B	✓	✓
	5	FABRIZ	7B	✓	✓
	6	AJKA	7B	✓	✓
	7	SATRIA	8A	✓	✓
	8	SANI	8B	✓	✓
	9	ALMIRA	8B	✓	✓
	10	APRIL	8B	✓	✓
	11	HUMAIRA	8B	✓	✓
	12	KEZYA	8B	✓	✓
	13	SLE	8B	✓	✓
	14	ALYIA	8B	✓	✓
	15	ALYIA	8B	✓	✓
	16	KARTI	8A	✓	✓
	17				
	18				
	19				
	20				

PEMBINA EKSTRA

*Student's attendance*



*Taking picture with the teacher of English club program of SMP Batik PK Ska*



*The material of the learning*



*Teacher starting the learning*