TEACHERS' STRATEGY IN TEACHING ENGLISH

AT NINTH GRADE SMP AL ISLAM 1 SURAKARTA

IN ACADEMIC YEAR 2022/2023

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*

UNIVERSITAS ISLAM NEGERI
RADEN MAS SAID
S U R A K A R T A

By:

NAVIAH KURNIAWATI

SRN. 17.32.2.1.006

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF

SURAKARTA

2023

ADVISOR'S SHEET

Subject   : Thesis of Naviah Kurniawati

SRN   : 17.32.2.1.006

To:

The Dean

Faculty of Cultures and Languages

UIN Raden Mas Said Surakarta

In Sukoharjo

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

Name : Naviah Kurniawati

SRN   : 17.32.2.1.006

Title   : **TEACHERS' STRATEGY IN TEACHING ENGLISH AT NINTH GRADE SMP AL ISLAM 1 SURAKARTA IN ACADEMIC YEAR 2022/2023**
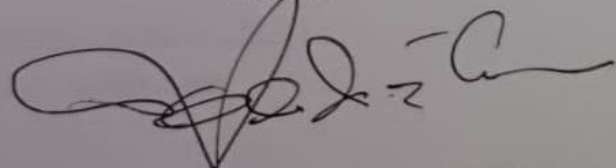
Has already fulfilled the requirements to be presented before The Board of Examiners (*munaqosyah*) to gain Bachelor Degree in UIN Raden Mas Said Surakarta.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Sukoharjo, June 26, 2023

Advisor,

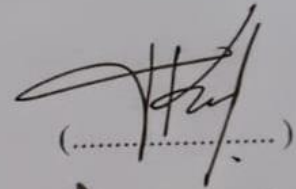**Prof. Dr. KRT H. Sujito, S.H.M.Pd**

NIP. 19720914 200212 1 001

RATIFICATION

This is to certify the *Sarjana* thesis entitled *"Teachers' Strategy In Teaching English At Ninth Grade Smp Al Islam 1 Surakarta In Academic Year 2022/2023"* by Naviah Kurniawati has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Language Education Study Program.
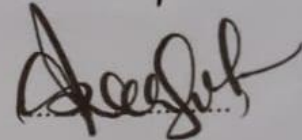
Chairman : **Ika Sulistyarini, M.Pd** (...............)

NIP. 19870404 201903 2 015

Secretary : **Prof. Dr. KRT. H. Sujito, S.H M.Pd** (...............)

NIP. 19720914 200212 1 001
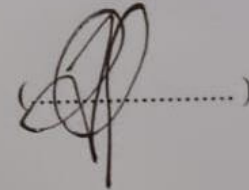
Main Examiner : **Furqon Edi Wibowo, M.Pd** (...............)

NIK. 19890124 201701 1 128

Sukoharjo, Des 2023

Approved by

The Dean of Cultures and Languages Faculty

Prof. Dr. H. Imam Makruf, S.Ag., M.Pd.
NIP. 19710801 199903 1 003

DEDICATION

This thesis is dedicated to:

1. My beloved family (My father Sutarno, My mother Siti Rochayati, My Brother Azis Ali Kusnaim, My grandfather M. Ran and My grandmother Suparsi)

2. My beloved friends (in my village, classroom and organization)

3. My beloved teachers (from Qur'an teacher, kindergarten until university)

4. My beloved children (which I will educate and teach later)

5. My almamater Raden Mas Said State Islamic University of Surakarta.

MOTTO

"Allah is sufficient as a helper for us and He is the best Protector"

(QS. Ali Imran : 173)

Let's glow and grow together!

(Naviah)

PRONOUNCEMENT

Name   : Naviah Kurniawati

SRN   : 17.32.2.1.006

Study Program   : English Language Education

Faculty   : Cultures and Languages Faculty

    I hereby sincerely state that the thesis entitled **"TEACHERS' STRATEGY IN TEACHING ENGLISH AT NINTH GRADE SMP AL ISLAM 1 SURAKARTA IN ACADEMIC YEAR 2022/2023"** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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

Sukoharjo, June 26, 2023

Stated by,

Naviah Kurniawati

SRN 17.32.2.1.006

ACKNOWLEDGEMENT

Alhamdulillah, all praise be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled "**TEACHERS' STRATEGY IN TEACHING ENGLISH AT NINTH GRADE SMP AL ISLAM 1 SURAKARTA IN ACADEMIC YEAR 2022/2023**". Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without help, support and suggestion from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to :
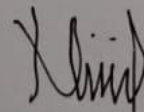
1. Prof. Dr. Toto Suharto, S.Ag., M.Ag., as the Rector of the Raden Mas Said State Islamic University Surakarta.

2. Prof. Dr. H. Imam Makruf, S.Ag., M.Pd. as the Dean of Culture and Languages Faculty of Raden Mas Said State Islamic University Surakarta.

3. Dr. Hj. Fithriyah Nurul Hidayati, M.Pd, as the Head of English Language Education of Cultures and Language Faculty Raden Mas Said State Islamic University Surakarta.

4. Prof. Dr. KRT. H. Sujito SAP, S.H, S.Pd.,M.Pd., as the advisor, who has given guidance, deeply attention, advice and corrections to revise the mistake during the entire process of writing this thesis.

5. All lecturers of English Language Education who given guidance, support, share experience, knowledge and dedication for the researcher.

6. Supardi S.Pd, as the Head of SMP Al Islam 1 Surakarta for giving permission to conduct the research.

7. Mrs. Eni Kussrini, S.Pd as English Teacher of SMP Al Islam 1 Surakarta who had helped the researcher, given the information and knowledge about this research.

8. The students of IX A and IX B, thanks for the helps and participation during the research.

9. The researcher big family thanks for support, loves, pray, attention, and everything have given to researcher.

10. All the researcher's friends and everyone who help the researcher which can't mention one by one.

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

Sukoharjo, June 26, 2023

The Researcher

Naviah Kurniawati

SRN 17.32.2.1.006

TABLE OF CONTENT

LIST OF TABLE

LIST OF APPENDICES

ABSTRACT

Naviah Kurniawati. 2023. *"Teachers' Strategy In Teaching English At Ninth Grade Smp Al Islam 1 Surakarta In Academic Year 2022/2023"*. Thesis. English Language Education. Cultures and Languages Faculty.

Advisor   : Prof. Dr. KRT. H. Sujito SAP, S.H, S.Pd.,M.Pd.

Keywords   : Teaching strategy, teaching English.

This research aims to find out the teaching strategies used by teachers and how to implement them in class 9 of SMP Al Islam 1 Surakarta in English subjects.

The research conducted are four participants were interviewed by the researcher. The researcher used a qualitative approach that used descriptive methods. The instruments used to collect data are observation, documentation and interviews.

The data from this research shows that teachers used inquiry strategies in class IX English learning at SMP Al Islam 1 Surakarta. The inquiry method is a student-centered learning method, students are required to be active in the learning process. In implementing it, teachers often create small groups to discuss with each other, hold quizzes to stimulate students' enthusiasm for learning and free students to explore the material freely but are still monitored by the teacher in class.

CHAPTER I

INTRODUCTION

The first chapter will explain several points, namely the background of the study, identification of the problem, limitation of the problem, statement of the problem, objective of the problem, benefit of the study and definition of key term.

A. Background of the Study

Language has an important role in human life. Jeans Aitchison (2008: 21) says that language is a system formed from agreed voice signals and is characterized by interdependent structures, creativity, placement, duality and cultural spread. So that language becomes one of the identities of a country and has differences from one region to another or from one country to another. With language humans can communicate to convey messages and obtain information. Language is the main tool for communicating in human life, both individually and socially collectively (Suwarna: 2002: 4)

In education, language learning is very important because it makes it easier to improve students' learning abilities, remembering the material that has been delivered, solving problems and drawing conclusions in the material. In accordance with the Decree of the Minister of Education and Culture No. 096/1967 English was designated as the first foreign language in education in Indonesia. English was chosen as the first foreign language in Indonesia among other languages based on the fact that Indonesian cannot be used as a means of

communication with foreign countries. According to Harmer (2007:13) English is a language that is widely used for communication between people who do not share the same first or second language.

English lessons in Indonesia are taught to students from elementary school, junior high school, high school and college students. According to Tomlinson (2005), English as a foreign language is only used and placed as learning in an educational institution, both formal education and non-formal education and is not used as a language in social life and interactions of daily life nor is it a basic language in a country. . The teaching and learning process in English needs to be carried out with the right methods and strategies so that students are skilled in using it. According to Scrivener (2005:30), lessons need to be planned to provide opportunities for students to practice or cultivate and improve language skills.

In the process of teaching and learning English, there are several components. Wassid and Sunendar (2013: 23) state that one component of the teaching and learning process is the teacher, he must be able to understand his field. According to Benson (2001: 171-172) there are three roles of teachers. The first is a facilitator, meaning that the teacher is seen as a supporter in learning. The second is the counselor; where emphasis is placed on one-on-one interactions. The last is the resource, where the teacher is seen as a source of knowledge and expertise. Teachers have a strategic role in shaping the character and intelligence of students to achieve goals in learning English.

Therefore, teachers need to have effective teaching strategies so that students can understand better in learning English.

Wassid and Sunendar (2013:25) state that one component of the teaching and learning process is teaching strategy. Teacher strategies can help students in improving cognitive aspects. Cognitive aspects related to the ability to think including the ability to memorize, understand, apply, analyze and evaluate. In a halodoc article that discusses the impact of online learning at home on children's cognitive development during the COVID-19 pandemic, it can have a negative impact. From the results of the journal Ashabul (2021), it is explained that the impact of online learning can make students passive, less effective and unproductive so that it can result in impaired cognitive development of students. Therefore, the post-pandemic teacher's strategy in teaching in the classroom can make students understand well what they are learning.

According to Brown (2000:113) strategy is a specific method to approach a problem or task, a mode of operation to achieve certain goals and a planned design. Teaching strategy refers to the method used to help students learn the desired content of the material and can develop achievable goals (Sarode: 2018, 58). Teaching strategies can identify the various learning methods available to develop appropriate strategies to address the identified target groups. Strategies may vary intra-individually, each having a number of possible ways to solve a particular problem and selecting one or several sequentially for a particular problem.

The research was conducted by Afifah, Yulia (2021) entitled "Analysis of teacher strategies in teaching English using E-learning in the Covid-19 pandemic situation at SMKN 1 Teluk Kuantan". From the results of this study, there was 1 participant, namely one English teacher who applied interactive learning. In the interactive learning strategy, the teacher forms in a group, not only that, the teacher also applies student-centered teaching, and teacher-centered teaching. Teachers also use the Google Classroom, WhatsApp group and Google Meet platforms when teaching during the Covid-19 pandemic. The use of several strategies implemented by teachers can assist teachers in teaching English during the covid-19 pandemic, by using this E-learning, many students become lazy to collect assignments, and also rarely enter during online learning.

Thesis entitled "The Teaching Strategies of the EFL Teacher in Teaching English in MA Madani Pao-Pao" by Miswar, Dedi (2020). This study shows the teaching strategy used by one of the EFL teachers in teaching English at Madani Pao-Pao by using games and role play. The teacher also provides vocabulary and uses the lecture method. The teacher uses this strategy for several reasons, including: 1) Students understand and are more enthusiastic about using games than no games, 2) Conversation or role play encourages students to talk a lot with their friends, 3) The lecture method helps the teacher to give good conclusions. short and clear.

Based on pre-research at SMP Al Islam 1 Surakarta, which is the first Islamic-based public school in Surakarta. In the ninth grade the researcher

found a problem with the teacher who was having difficulty in implementing the strategy optimally because he only believed that the lack of student motivation was one of the main problems in learning English. Second, there is minimal prior knowledge of English and the striking differences between English and Indonesian, especially in the pronunciation of vocabulary and the sentence patterns they use. The third is insufficient time for practice. English learning is only done twice a week for the ninth grade with a duration of 70 minutes a meeting.

Why is this research important to do? Learning is now normal, which means that classroom learning has been implemented in 2022 after two years of the COVID-19 pandemic, so the teacher's role in English teaching strategies needs to be analyzed. This is done in order to help students learn the desired content of the material and can develop achievable goals (Sarode: 2018, 58). The author wants to know about the strategies used by teachers because as English teachers, they need to know the right strategies to be applied in their teaching practice. So they can produce quality students with good English skills.

Based on the results of the descriptions above, it encourages the author to conduct research with the title: **"TEACHERS' STRATEGY IN TEACHING ENGLISH AT NINTH GRADE SMP AL ISLAM 1 SURAKARTA IN ACADEMIC YEAR 2022/2023"**.

B. Identification of the Problem

Based on the background of the study above, there are some problems that can be identified in this research, such as:

1. The teacher who was having difficulty in implementing the strategy optimally.

2. There is minimal prior knowledge of English and the striking differences.

3. There is insufficient time for practice.

C. Limitation of the Problem

The researcher analyzes how teachers' strategies used the English teacher of SMP Al Islam 1 Surakarta to teach English Classroom. Based on the identification problem, the researcher limits the focus on the teachers' strategies in teaching English. The object of this research is Ninth Grade students SMP Al Islam 1 Surakarta. The researcher chooses two out of four classes as research objects. In this study, researchers conducted research in the odd semester of the 2022/2023 academic year. The researcher interviewed several Ninth Grade students and English teacher in SMP Al Islam 1 Surakarta.

D. Formulations of the Problem

Based on the background of the study, the researcher formulated the statement of this research:

1. What is the teacher's strategy in learning English at Ninth Grade SMP Al Islam 1 Surakarta in academic year 2022/2023?

2. How is implementation of teachers' strategy used in teaching English at Ninth Grade SMP Al Islam 1 Surakarta in academic year 2022/2023?

E. Objectives of the Problem

Based on the formulation of the problem, the objective of the research:

1. To know of teachers' strategy used by English teacher in Teaching English at Ninth Grade SMP Al Islam 1 Surakarta in academic year 2022/2023.

2. To describe of implementing teachers' strategies used by English teacher in Teaching English at Ninth Grade SMP Al Islam 1 Surakarta in academic year 2022/2023.

F. Benefits of the Study

1. Theoretically

This thesis is expected to be an evaluation and motivation to improve the teaching and learning process. The educators and the parents can increase their role in the learning process so that the students can follow the learning well and interactively. This research can be used as study material for other researchers to understand and care about education problems in Indonesia, especially Junior High Schools.

2. Practically

The results of this study provide some information related to educational issues and increase knowledge about the challenges of teaching and learning. This study also provides knowledge for teachers regarding the teachers' strategies post online in the learning process. Researcher can find out the advantages and disadvantages of teaching and learning English so that it can be used as a reference and information related to the application of the learning media.

G. Definition of Key Terms

1. Teachers' Strategies

    According to Dabbagh and Ritland (2005 : 15) online learning is learning that is open and spread by using tools via the internet and network-based technology to facilitate the formation of learning processes and knowledge through interaction.

2. English Language

    According to Tomlinson (2005), English as a foreign language is only used and located as a learning in an educational institution, both formal education and non-formal education and is not used as a language in social life and in daily life interactions nor is it a basic language. in a country.

3. Teaching English

    According to Schramm (1977) is a technology that carries messages and can be used for learning purposes. Meanwhile, according to Azhar (2011), namely aids in the learning process both inside and outside the

classroom which is a component of learning resources that contain

instructional materials in the student environment to stimulate learning.

CHAPTER II

REVIEW ON RELATED THEORY

In this chapter, the researcher explained about the theoretical description of teacher, strategy, teachers' strategy, teaching, english and previous study.

A. THEORETICAL REVIEW

1. Teacher

a. The Definition of Teacher

The teacher is a person who has a special position in the world of education, he is one of the main learning resources in charge of guiding, teaching and providing training to students. No matter how good the educational program contained in the curriculum without the role of the teacher who processes it into understandable material, it will not mean anything to students. According to Law no. 16 of 2005 concerning Teachers and Lecturers (Article 1) states that: "Teachers are professional education with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in formal education, basic education and secondary education". So that the teaching profession is through patterned, formal and systematic educational interactions.

Djamarah (2001, p. 31) argues that teachers are people who organize education in certain places, not necessarily in formal

educational institutions, but also in mosques, surau, at home, and so on. So the teacher is a person who imparts knowledge to others so that there is a relatively permanent change in behavior that occurs as a result of training or experience. Teachers are responsible and authorized for the learning process, both individually and classically, both at school and outside school (Akmal, 2013 p. 9). Educating and teaching are two important things in order to achieve an educational goal.

From the above understanding it can be concluded that the teacher is a profession to guide and educate students by providing knowledge, experience and training in both formal and non-formal schools to achieve an educational goal.

b. The Function and Role of Teacher

According to Gage and Berliner (2014) there are three main functions of teachers in learning, namely as planners, implementers, organizers and evaluators. Abin Syamsuddin (2000) argues that there are five roles and functions of teachers, namely as conservator of the value system which is the source of maturity norms, innovator of the value system of science, as transmitter of the value system to students, transformer of the value system through personal and personal manifestations. behavior, through the process of interaction with students, as well as the organizer of the creation of an educational

process that can be accounted for in the process of transforming the value system.

Gary Flewelling and William Higginson (2003) describe the four roles of the teacher as follows:

1) Provide stimulation to students by providing well-designed learning tasks to enhance intellectual, emotional, spiritual, and social development

2) Interact with students to encourage courage, challenge, discuss, share, explain, affirm, reflect, assess and celebrate development, growth and success

3) Shows the benefits derived from studying a subject

4) Act as someone who helps, someone who mobilizes and gives affirmation, someone who gives the soul by arousing students' curiosity and enthusiasm

The teacher's role will be considered dominant according to Dr Rusman, Mpd classified as follows:

1) Teacher as demonstrator

   Through his role as a demonstrator, the teacher must have a role that can show attitudes so that it can inspire students to do new things well. This can be done by mastering the materials or learning materials that will be taught and developing them, because this will greatly determine the learning outcomes achieved by students.

2) Teacher as class manager

In their role as classroom managers, teachers should be able to handle the classroom, because the classroom is an environment that needs to be controlled so that the classroom atmosphere becomes conducive and comfortable. So that students become focused on receiving material from the teacher and enjoy it during the learning process.

3) Teachers as mediators and facilitators

As a mediator, teachers should have sufficient knowledge and understanding of educational media. Because educational media is a communication tool to make the teaching and learning process more effective. The ability of teachers who master the subject matter can swiftly and responsively answer student questions and explain the material in a language that is easier to understand.

The role of a teacher as a facilitator is to provide services so that students can easily accept and understand the subject matter. Teachers should seek learning resources that are useful and can support the achievement of goals and the teaching and learning process. So that later the learning process will be more effective and efficient.

4) Teacher as evaluator

A good evaluator is to conduct an assessment to find out whether the objectives that have been made have been achieved or not, whether the material being taught has been mastered or not by

the students, and whether the method used is appropriate enough during learning. By evaluating the teacher can find out the benchmarks during the learning process and can improve if it is not right.

c. Teacher Competence

Competence is an attribute to put human resources that have good and superior quality. These attributes include skills, knowledge, and expertise or certain characteristics (Sudarmanto, 2009:45). According to Cogan (Sagala, 2008:209) that teachers must have (1) the ability to view and approach educational problems from the perspective of a global society; (2) the ability to cooperate with others cooperatively and responsibly in accordance with the roles and duties in society; (3) the capacity to think critically and systematically; (4) the desire to always improve intellectual abilities in accordance with the demands of the times that are always changing with knowledge and technology.

So that every teacher in an educational institution must have various requirements to become a teacher. One of these requirements is to have the competence (ability) to carry out teaching and educational activities optimally. In Law no. 14 of 2005 concerning Teachers and Lecturers, Government Regulation Number 19 of 2005 so that teachers understand, master, and are skilled at using various new learning resources and master several competencies, namely pedagogic

competence, personality competence, professional competence, and social competence.

1) Pedagogic competence

Pedagogic competence is the ability of a teacher to understand students, design and implement learning, develop students, and evaluate student learning outcomes to actualize their potential. Regulation of the Minister of National Education Number 16 of 2007 concerning Pedagogic Competency Standards, namely teachers must:

a) Mastering the characteristics of learning from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspects

b) Mastering learning theory and educational learning principles

c) Develop a curriculum related to the subjects taught

d) Organizing educational learning

e) Utilizing information and communication technology for learning purposes

f) Facilitating the development of learning potential to actualize various potentials possessed

g) Communicate effectively, empathically, and politely with Learning

h) Conducting assessments and evaluations of learning processes and outcomes

i) Utilizing the results of the assessment and evaluation for learning purposes

j) Take action on reflection to improve the quality of learning.

2) Personal competence

Personal competence is a personal ability that can reflect the personality of a teacher who is wise, mature, wise, authoritative, stable, has noble character, and can be a good role model for students. Kunandar (2007:55) states that: "Personality competence is a set of behaviors related to the individual's ability to manifest himself as an independent person to carry out self-transformation, self-identity, and self-understanding." Based on this statement, the teacher's personality competence can be stated as:

a) Have a normal and stable personality which means acting in accordance with legal norms, social norms and religious norms

b) Have a mature personality, with characteristics, showing independence in acting as an educator who has a work ethic

c) Have a wise personality, which is shown by actions that are beneficial to students, schools and communities and show openness in thinking and acting.

d) Having an authoritative personality, namely behavior that has a positive effect on learning and has a respected behavior.

e) Having noble character and being an example, by displaying actions that are in accordance with religious norms

3) Professional competence

Professional competence is mastery of learning material more broadly and deeply. Includes mastery of subject curriculum materials and the substance of science which includes learning materials and mastering the structure and scientific methodology. Competent teachers will be better able to create an effective, fun learning environment, and will be better able to manage their classes, so that student learning is at an optimal level. Slamet (Sagala 2009: 39) explains that professional competence consists of sub-competencies:

a) Understanding the subjects that have been prepared to teach

b) Understand competency standards and lesson content standards listed in the Ministerial Regulation as well as teaching materials in the education unit level curriculum.

c) Understanding the structure, concepts, and scientific methods that overshadow the teaching material

d) Understanding the relationship of concepts between related subjects

e) Applying scientific concepts in everyday life.

4) Social competence

Social competence is the ability of teachers as social beings in interacting with other people. Indicators of teacher social skills are being able to communicate and get along with learning, fellow

educators and education staff, parents and guardians of students, the community and the surrounding environment, and being able to develop networks" Sagala (2009:39). This competence relates to the ability of teachers as members of society and social beings. Heryawan (2008: 20) states that social aspects are manifested in behavioral attitudes which have the following aspects:

a) Cognitive aspects, which relate to thoughts that are tangible in processing, experience, and individual beliefs and expectations about certain objects or groups

b) Affective aspects, which involve certain feelings such as fear, malice, sympathy, antipathy, and so on which are aimed at certain objects.

c) Cognitive aspects, which are manifested in the process/tendency to do something, for example: the tendency to give help, distance themselves and so on.

Thus, the competencies possessed by each teacher will show the actual quality of teachers, these competencies will be realized in the form of mastery of knowledge, skills and professional attitudes in carrying out their functions as teachers.

2. Strategy

Strategy comes from "noun" and "verb" in Greek. As a noun, strategos is a combination of the words Stratos which means military and

ago which means to lead. As a verb, strategy means to plan actions. Mintzberg and Waters say strategies are realized as patterns in stream of decisions or actions. In Sudjana (2013), Hardy, Langlay, and Rose suggested that strategy is perceived as a plan or a set of explicit intention preceeding and controlling actions. Strategy is almost the same as the word tactics, tactics or politics. Strategy is the optimal use of situations and conditions to reach the target. In the military strategy is used to win a war, while tactics are used to win the battle (Noeng Muhadjir: 2000)

Djamarah (2006) suggests that the general strategy is an outline to act in an effort to achieve predetermined goals. Strategy in the world of education is a way designed to achieve the goals to be achieved in the world of education. According to Mely (2015) strategy means planning the ways that teachers will use in teaching students that focus on student activities in the learning process. The selection of strategies is carried out by considering the situation, conditions, learning resources, needs and characteristics faced by students to achieve learning objectives to be effective and efficient. This can be done by establishing procedures, policies and regulations that can guide planning and decision making.

According to Crown Dirgantoro, the strategy is divided into three stages, namely:

a)   Strategy Formulation

This stage emphasizes the main activities, namely preparing alternative strategies, selecting strategies, determining the strategies to be used.

b) Strategy Implementation

This stage where the strategy that has been made is implemented. The implementation phase includes activities that emphasize, among others, setting goals, establishing an effective organizational structure, determining policies, motivating, developing a supportive culture and utilizing information systems.

c) Strategy Control

This is to determine the effectiveness of strategy implementation, the next stage is carried out, namely strategy evaluation which includes main activities, including reviewing external and internal factors which are the basis of existing strategies, assessing strategy performance, conducting evaluation steps.

Based on some of the definitions above, it can be concluded that strategy is a pattern that is planned and determined intentionally to carry out activities or actions. These actions include the objectives of the activity, who is involved in the activity, the content of the activity, the process of the activity and the means of supporting the activity so that it is efficient and effective.

3. Teachers' Strategy

a. Definition of Teachers' Strategy

The teacher's strategy is a step in learning to grow and develop the potential that exists within students in order to achieve the goals that have been set. The teacher's strategy can also be called a teaching strategy which means an outline of the direction to act in an effort to achieve predetermined targets (Mujiono, 2012: 127). These actions include planning, mastering materials, managing classes, using various methods and media, giving grades objectively, giving prizes to those who excel, and giving praise for good behavior. Briefly, there are four basic strategies in learning, namely identifying what is expected, choosing a system of approaches, methods, and learning techniques.

Brown (2000:113) states that teaching strategies are specific methods to approach problems or tasks, modes of operation to achieve learning objectives, planned designs to control and manipulate certain information. According to Sarode (2018: 58) teaching strategy refers to the method used to help students learn the desired course content and can achieve the goals that have been set. The teacher's strategy can be said as the teacher's action to implement the teaching plan. That is, the teacher's efforts in using several learning variables (objectives, materials, methods, and tools, as well as evaluations) in order to influence students to achieve the goals that have been set.

Teaching strategy according to Sarjan and Mardiana (2017:151) is a general lesson plan that includes structure, student behavior desires in terms of teaching objectives, and an outline of the tactics needed. This is in order to implement the strategies that must be mastered by English teachers to teach material to students in class. So that the material delivered will be understood and used properly and appropriately. In another statement, Iskandarwassid and Sunendar (2011:6) say that teaching strategies are the habits and actions of teachers used to achieve successful learning, directed and interesting. This definition explains the learning of an observable action, it can even include unobservable cognitive actions.

Teaching strategy is the real action of the teacher to carry out teaching in a certain way, which is considered more effective and more efficient. From the description above, it can be concluded that teaching strategy is a tactic of teacher activities programmed in learning, to make students learn actively and understand what is being taught, which emphasizes providing optimally directed learning resources and changing student behavior and creating good relationships. is educational, so that students are able to develop optimally and achieve the specified goals.

b. Types of Teachers' Strategy

In learning there are several strategies that are used to achieve goals in education. For teaching English it is better to know the types of teaching strategies. Teaching strategies can help students to receive lessons and have an influence on the learning process. This is because some students may have different needs and abilities. So it is necessary to give different priorities depending on the needs and abilities of students. There are several strategies in learning (Janelle Cox: 2015) that can be used including:

1) Teaching Strategy – Expository Strategy

According to Roy Killen quoted by Sanjaya, expository learning strategy is a learning strategy that emphasizes the process of delivering material verbally so that students can master the subject matter optimally. To acquire the basic skills learned and information, a teacher helps students in learning by teaching in stages. This expository learning strategy is specifically made to support the student learning process which is taught step by step related to procedural knowledge and well-structured declarative knowledge.

According to Anissatul Mufarokah (2009) expository learning is learning presented by the teacher in a form that has been prepared systematically, neatly and completely, so that students only listen and digest in an orderly and orderly manner. With the intention that students can master the subject matter optimally and can master the competencies that must be achieved in learning by playing an active

role. In a process of learning this strategy the form of learning is teacher-oriented because the teacher is the dominant role.

So it can be concluded that the expository learning strategy is a conceptual framework that contains procedures for organizing learning experiences to achieve certain goals. Expository learning strategies are more directed to their goals and can be taught or exemplified in a relatively short time. Appropriate learning methods describe this strategy, including:

a) Lecture method

Djamarah (2010: 97) argues that the lecture method conveys information on learning materials in one direction to students. The lecture learning method is an oral explanation of learning materials to a group of listeners to achieve certain learning objectives in relatively large numbers. So that in learning will train students to be thinkers and have a better understanding.

b) Demonstration method

The demonstration method is a teaching method where the teacher shows or demonstrates a process to students (Roestiyah, 2008:80). The teacher demonstrates what is being studied to students, whether it is a process, situation or certain object. Teachers also provide opportunities for students to be actively

involved in learning and provide opportunities for students to act like people who have skills.

c) Sociodrama method

Sanjaya (2013:147) says that the sociodrama method is a learning method by playing a role to solve problems related to social phenomena, such as juvenile delinquency, drugs, authoritarian family images, etc. In learning the teacher provides an explanation by dramatizing behavior to give examples to students. In addition, students are also involved in role playing.

2) Teaching Strategy – Inquiry Strategy

The inquiry method is a series of learning activities that emphasize students' activities in critical and analytical thinking processes (Made: 2013) to seek and find their own answers to a problem being asked. Thus, students' analytical, evaluative, and argumentative abilities can develop and improve significantly. Students are actively involved in the teaching and learning process so that students can gain knowledge, values and skills in a way that students can process the messages obtained. The inquiry teaching model is student-centered teaching.

Learning with inquiry strategy requires students to process messages with the aim of acquiring knowledge, skills and values.

Students are designed to engage in inquiry whose main objective is to develop intellectual skills, think critically and be able to solve problems scientifically. This strategy emphasizes the intellectual development of children. According to Piaget (Sanjaya, 2011:198) mental (intellectual) development is influenced by 4 factors, namely maturation, physical experience, social experience, and equilibration.

Relevant methods for inquiry strategies include:

a) Discussion method

According to Hamzah (2012) the discussion method is a way of managing learning by presenting material through problem solving, or analysis of technological product systems whose solutions are very open in discussion, it is necessary to condition students in a group or group as a unit and are given tasks to be discussed in groups. the. Here students have discussions about a problem given by the teacher, so that students become active as the chosen activity, which can provide facilities or assistance to students towards achieving learning objectives with the discussion method in learning.

b) Question and answer method

According to Syaiful Bahri Djamarah (2006:94) the question and answer method is a way of presenting lessons in

the form of questions that must be answered, especially from teachers to students, but can also from students to teachers. Here the teacher gives time for students to ask the teacher about the learning material.

c) Experimental method

The experimental method is a way of managing learning in which students carry out experimental activities by experiencing and proving what they have learned for themselves (Made: 2013). So this method in a learning strategy stimulates students to carry out an active activity based on the experiences they have experienced and argumentative students can develop and improve significantly.

d) Assignment method

The recitation method (assignment) is a learning method that emphasizes giving assignments by teachers to students to complete a number of skills, certain skills (Daradjat, 2011: 65). How to teach or present material through assigning students to do a job so that students become active. Furthermore, the results of the completion of the task are accountable to the teacher.

3) Teaching Strategy – Contextual Teaching and Learning

Contextual Teaching and Learning (CTL) is a learning method that helps teachers connect learning materials with students' real-

world situations and encourages students to make connections between their knowledge and its application in their daily lives (Zainal, 2011:13). According to Komalasari (2012) Contextual Teaching and Learning (CTL) is a learning model that provides facilities for student learning activities to seek, manage, and find learning experiences that are more concrete and relate to students' real lives. Characteristics of contextual learning:

a) Learning is carried out by providing meaningful experiences to students (learning by doing).

b) Learning is carried out through group work, discussion, mutual correction between friends (learning in a group).

c) Learning provides opportunities for students to do meaningful learning.

d) Learning provides opportunities to create a sense of togetherness, work together, and understand one another.

e) Learning is carried out actively, creatively, productively, and emphasizes cooperation.

f) Learning is carried out in a pleasant situation.

g) Learning is carried out in an authentic context, namely a learning assessment that refers to real-world situations.

Based on Fadhli's research (2020) the Contextual teaching and learning (CTL) learning method can improve the pedagogical

competence of teachers and can open new insights for teachers. Contextual Teaching and Learning (CTL) learning methods and approaches can improve the ability of teachers to teach students. Appropriate learning methods describe this strategy, including:

a) Demonstration method

The teacher demonstrates what material is being studied to students by involving daily activities, so that students understand better.

b) Sociodrama method

In learning the teacher provides an explanation by dramatizing behavior related to social problems around students to give examples to students, so that students understand better.

4) Teaching Strategy – Quantum Teaching

Quantum teaching is a learning concept that applies new ways to facilitate the teaching and learning process and makes everything meaningful as a practical guide in teaching that seeks to accommodate every student's talent. Bobbi Deporter et al (2010:33) say that quantum teaching includes specific instructions for creating an effective learning environment, designing curriculum, delivering content creatively, and facilitating the learning process. Quantum teaching aims to make learning comfortable and fun for students so that learning is carried out well.

Mike Hernacki (2010:16) defines quantum learning as an interaction that converts energy into light. The point in the world of education is that the energy in fun learning will push towards the light of learning success. Quantum Teaching creates an effective learning environment by using elements that exist in students and their learning environment through interactions that occur in the classroom. Teachers are highly expected as actors who are able to play a variety of children's learning styles, as if leading a concert by utilizing classrooms that combine various learning instruments so as to create compositions that move students from this diversity.

c. Important of Teachers' Strategy in Learning

Louarne Johnson (2010) says: "If a skilled teacher manages with creative talent and the ability to teach students at all levels, then you may not have difficulty implementing the entire curriculum required for a subject or class". An effective teacher is one who can carry out his duties and functions professionally. Being a creative teacher is very important because by being a creative teacher it will be easy to develop interesting teaching strategies for students to activate the class and make students active in the learning process in the classroom, because with an interesting teaching strategy it will motivate active students. to learn.

The teacher's strategy has an important role in helping students develop their potential. The teacher also plays a role in improving discipline through the interactions carried out. However, students' behavior in internalizing discipline tends to be influenced by various factors. In this case, the environment around students can affect the process of instilling discipline in them. The use of strategies in improving student discipline is needed because it facilitates the process of increasing discipline so that it can achieve optimal results. Without a clear strategy, the process of improving student discipline will not be directed so that the goals of increasing discipline that have been set will be difficult to achieve.

4. Teaching

a. The Concept of Teaching

Teaching is a combination of two activities, namely teaching activities and learning activities. Teaching is one of the application of learning strategies among learning strategies whose main purpose is to provide information to students. Farrant (2000) defines teaching as a process that facilitates learning. Teaching that uses a traditional approach makes the teacher dominate during the learning and teaching process. Teacher-centered learning makes for speaking, controlling, directing and applying certain disciplinary actions.

According to Farrant (2000:171) teacher-centered teaching has the following characteristics: 1) teachers determine and decide what and how to teach, 2) rely more on classroom instruction than group work, 3) students are tightly controlled during learning and 4) rewards and punishments are the main means of maintaining discipline. So that in this teaching students tend to be passive because they are only recipients while the teacher is a source of knowledge, student controllers and class directors.

Teaching using a modern approach where the teacher acts as a facilitator, guide and manager in the teaching and learning process. According to Davies (2009:280) the modern approach is based on students who learn best when they solve problems that are solved by themselves. Farrant (2000:171) says that modern teaching is the teacher as a learning facilitator and class observer who controls students through several well-planned classroom activities.

Various definitions have been given for teaching. According to Nilsen and Albertalli (2002), teaching in a broad sense is the process by which a teacher guides a student or group of students to a higher level of knowledge or skill. So that it can make students adapt in all areas of life, for example social, cultural, educational, etc. Therefore, it is important for teachers to improve their competence by being creative by utilizing digital technology which is always increasing.

According to Douglas Brown (2000:7) teaching is someone who helps others by guiding and facilitating learning enabling learners to learn how to do something, giving instructions, guiding the study of something, providing knowledge that causes to know or understand. This means that teaching conditions are an activity or process to help students acquire knowledge from environmental systems. The environmental system consists of learning objectives, materials delivered, policies, facilities, teachers and students.

Frimpong (2009) defines teaching as a process in which a teacher imparts knowledge, skills, attitudes and values to a student or group by paying attention to the intellectual integrity and capacity of students with the aim of changing student behavior. From this definition it can be said that teaching does not only involve how information is obtained from teacher to student but also how students 1) receive guidance, 2) interact with it, 3) respond and 4) use it.

The conclusion of the notion of teaching according to some of these experts is to facilitate by giving lessons to someone so that they gain an experience according to the abilities of each individual so that they can adapt according to their times. Therefore, teaching must also pay attention to the different levels of ability possessed by each individual because they have potential abilities such as different talents and intelligence.

b. Principles of Teaching

Teaching principles are basic rules that explain how teaching is done or given. According to Tamakloe (2005) there are several teaching principles that must be carried out by teachers, such as:

1) Set the time in the various stages of the lesson so that each stage gets the attention it wants without exceeding the lesson time limit.

2) Use good or correct language in the teaching process.

3) Utilize the available resources wisely in the teaching-learning process.

4) Choose an appropriate learning experience for students.

5) Apply various teaching methods and techniques in a lesson.

6) Present what is being taught in an interesting way.

7) Write summaries regularly on the board.

8) Express yourself and illustrate points clearly in the lesson especially in the explanation of the content.

9) Use student experience to initiate and generate further learning.

10) Design an appropriate and sufficient number of exercises and assignments for students to demand prompt completion and submission.

11) Can help students to be able to assess their own performance.

12) Detect when the student is getting bored or restless so that he can vary his approach or stimulus

13) Correct and direct students without making them feel embarrassed or frustrated.

14) Uses praise to encourage students to be excited to participate more in the lesson.

15) Generate divergent thinking and creativity in students.

16) Learn and become aware of the needs of each student/student in his class.

17) Maintain a reasonable balance between student activities and teacher activities as determined by the nature of the lesson.

18) Able to achieve the learning objectives.

5. English

a. Definition of English

English language skills is very much needed in this era of globalization. In Indonesia, English has been considered a foreign language since the early 1980s and has experienced growth since the early 1990s. According to Tomlinson (2005), English as a foreign language is only used and located as a learning in an educational institution, both formal education and non-formal education and is not used as a language in social life and in daily life interactions nor is it a basic language. in a country.

English has become an absolutely indispensable international language of communication (Richey : 2011) in various fields, for example; education, economics, social, political, information technology and even entertainment. Chodijah (2000:21) argues, learning English is needed for all groups, both early and adult because English is an international language that must be known, understood, understood and mastered by all groups. By learning English it can help in work, make it easier to find information or knowledge, make it easier

to establish interactions and as a medium to communicate with one another (Sharifian : 2009).

b. The Skills in English

The teaching and learning process in English needs to be carried out with the right methods and strategies so that students are skilled in using it. According to Scrivener (2005:30), lessons need to be planned to provide opportunities for students to practice or cultivate and improve language skills. Each student has different abilities, such as Warouw (2017:1) stating that the different backgrounds possessed by students greatly affect the process of acceptance and adaptation in learning and using.

There are four aspects of English language skills, namely: reading, listening, writing, and speaking. Reading, and listening are included in passive English, while writing and speaking are included in active English. In every aspect there are things that can be applied to be able to learn effectively.

1) Reading

Reading is the first step that must be carried out by students if they want to learn English. By reading students can find out various knowledge and skills in new vocabulary. There are several things that students can do to practice well, for example:

a) Start the training process gradually, for example from a short paragraph to a longer paragraph. Doing this activity regularly can make students get used to it.

b) When reading, students mark words that are not yet known and understood in order to find out and increase their English vocabulary.

c) After each reading, students are asked to retell so that the teacher knows whether they are just reading or understanding the contents of the story.

2) Listening

Listening is one of the important skills to have because good listening is an integral part of the communication process. Aiming to facilitate communication with others, listening skills play an important role in the teaching-learning cycle of English. If listening skills are not good, their ability to engage in conversation using English can be hampered. When they are just starting to practice, students can watch instructional videos containing English vocabulary or short conversations. By watching regularly can improve students' hearing and know how to pronounce words correctly.

3) Writing

Writing aims to train students to add insight into words, language styles, and others. A person with good writing skills is

always victorious at expressing oneself. The writing skill is the 'hard copy' of your intellectual level or the level of your expression. The writing process is taught in schools and colleges. Writing exercises must be carried out by students consistently in order to be optimal. This can be done by paying attention to sentence structure when reading and following grammar rules and paying attention to the use of punctuation marks.

4) Speaking

Conversation in English for students is not easy because confidence is needed when doing it. This skill is just as important as the others. When students have words read, ideas written and thoughts heard, all that students need is to express speaking skills. What students say will determine the expression in students. Speaking requires optimal training, for example students can learn to pronounce word for word using their lips. When students practice listening, they can imitate the existing conversation.

B. PREVIOUS RELATED STUDY

The aim of deepening the understanding of this research, it is necessary to review previous research conducted by previous researchers regarding teachers' strategies in teaching English.

First, the research was conducted by Afifah Yulia (2021) by the Faculty Of Education And *Teacher Training State Islamic University Of Sultan Syarif*

Kasim Riau Pekanbaru entitled "An Analysis of Teacher's Strategy in Teaching English By Using E-Learning During Covid-19 Pandemic Situation at Vocational High School 1 Taluk Kuantan". The purpose of this study was to explore teacher strategies in teaching English using E-Learning during the covid-19 pandemic. This qualitative research with interview method aims to find out what strategies teachers use in secondary schools. Vocational High School 1 Teluk Kuantan in teaching English using E-learning This research was held on october 18, 2021 at Vocational High School 1 Teluk Kuantan.

In this study, there was 1 participant, namely one English teacher who had 15 years of teaching experience. In addition, documentation and individual interviews were used to collect data. Analysis of the data collected by researchers has found that teachers use independent learning strategies, in learning strategies using independent learning, teachers provide materials and assignments that students can learn independently. Teachers also apply interactive learning, on interactive learning strategies, teachers form in a group, not only that, teachers also apply student-centered teaching, and teacher-centered teaching. Teachers also use the Googleclassroom, WhatsApp group and Googlemeet platforms when teaching during the Covid-19 pandemic. As a result, the use of several strategies implemented by teachers can assist teachers in teaching English during the covid-19 pandemic, by using this E-learning, many students become lazy to collect assignments, and also rarely enter during online learning.

Second, thesis entitled "*The Teaching Strategies of the EFL Teacher in Teaching English in MA Madani Pao-Pao"* by Miswar, Dedi (2020). This thesis is Strata I Study Program at the English Education Department Tarbiyah And Teaching Science Faculty Alauddin State Islamic University Of Makassar. The researcher investigates the EFL teachers' in teaching strategy of the EFL teacher in senior high school, especially English teacher in MA Madani Pao-Pao. This research is aimed to find out: 1) The teaching strategies that the EFL Teacher use in teaching English in the classroom, 2) The supporting and inhibiting factors in applying the strategies.

The researcher uses descriptive qualitative. This method shows or explains circumstances, conditions, situations, events, and other activities which are reported in the research. The subject of this research was English teacher of Senior High School (MA) Madani Pao-Pao. Method of taking sample was cluster sampling. The instrumen of this research were observation and interview. The researcher collected the data by observing teaching learning process, conducting the interview, and documenting some important data to support this research. The techniques of analyzing data were reduction the data, data analysis, presenting the data, and drawing conclusion.

This research shows teaching strategies used by of one of the EFL teacher in teaching English in Madani Pao-Pao, those are: 1) The teacher uses games, 2) The teacher provides vocabulary, 3) The teacher uses role play, 4) The teacher uses the lecture method. The teacher uses these strategies for several reasons including: 1) Students are quicker to understand and enthusiastic by

using games than no game, 2) Conversation or role play encourages the students a lot to talk with their friends, 3) Lecture method helps the teacher to give concise and clear conclusions.

Moreover, there are also some inhibiting factors in implementing the strategies, those are: the lack of classroom infrastructure makes the teacher sometimes gets difficulties to use game strategy. In addition, the teacher also needs teaching materials as supporting facilities which can make learning be more effective. Besides the inhibiting factors, there are also some supporting factors those are the enthusiasm of students to provide conducive atmosphere in learning as well as the teacher's creativity in creating effective instructional media which can stimulate students' interest in learning.

2.1 Table of Comparison Previous Studies

Previous Study	Differences	Similarities
"An Analysis of Teacher's Strategy in Teaching English By Using E-Learning During Covid-19 Pandemic Situation at Vocational High School 1 Taluk Kuantan" by Afifah Yulia (2021)	• The topic is E-learning during Covid-19 Pandemic	• Using qualitative research method
"The Teaching Strategies of the EFL Teacher in Teaching	• The topic is about 2013 curricullum	• The topic is about Merdeka

English in MA Madani Pao-Pao" by Dedi Mizwar (2020)	in teaching English	curriculum in teaching English

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, researcher explained about research design, research setting, subject of research, data and source of the data, research instrument, technique of collecting data, trustworthiness of the data and technique of analyzing data.

A. Research Design

This research used qualitative research. As Moleong (2005, p. 6) states that qualitative research is research with the aim of understanding phenomena about what is experienced by research subjects such as behavior, perception, motivation and action holistically by means of descriptions in the form of words and language in a special context that naturally by utilizing various natural methods. So it can be said that this research produces a finding behind the phenomenon without using statistical procedures in its analysis. The fundamental characteristic of this approach is the power of narrative that is elaborative so that it can reveal the complexity of the social reality under study.

Qualitative research can be called naturalistic research, where the procedure for carrying out this research is flexible according to the needs, situations and conditions in the field. According to Moleong (2005, p. 8-11) there are several characteristics of this research, including;

1. This type of qualitative research does not use a standard research design, meaning that the research design develops during the research process.

2. The purpose of this research is to understand, look for the meaning behind the data, find the truth, both sensual empirical truth, logical empirical, and logical empirical.

3. The researcher as a means of collecting data so that its existence is inseparable from what is being studied.

4. Participants are highly prioritized because the researcher are mostly devoted to how perceptions and meanings are from the point of view of the participants being studied, so that they can find what are called phenomenological facts.

5. The subjects studied, the data collected, the data sources needed, and the data collection tools can change according to need.

6. Data collection is carried out on the basis of phenomenological principles, namely by understanding in depth the symptoms or phenomena encountered during research.

7. Data analysis can be carried out as long as the research is ongoing and has been on going.

8. The research results are in the form of descriptions and interpretations in the context of time and certain situations.

This research refers to non-mathematical data analysis that produces findings through data collected in various ways. According to Yin (2014) qualitative method data collection techniques are divided into five, namely observation, interviews, documents or archives, questionnaires and discussion group forums (FGD). The research process involves questions and procedures

that arise, data is usually collected in a participant setting, data analysis is inductively constructed from particulars to general themes, and the researcher makes interpretations of the meaning of the data. So the researcher tries to analyze the data in various nuances according to its original form as when it was recorded or collected.

This research was conducted using a descriptive method, which is a study by solving existing problems based on data by analyzing and interpreting cooperative and correlative characteristics. This method describes the behavior of certain people, events, or places in detail, precisely and deeply (Whitney: 1960, p. 160). The descriptive method focuses on the problem at hand by describing the facts so that the researcher explains the relationship, tests the hypothesis, makes predictions, and gets the meaning and implications of a problem.

The data collected is in the form of words, sentences or pictures that have meaning and are able to spur the emergence of a more real understanding than just numbers or frequencies. The researcher emphasizes notes with detailed, complete, and in-depth sentence descriptions that describe the actual situation to support the presentation of the data. Therefore, qualitative research in general is often referred to as a descriptive qualitative approach which provides a brief explanation of facts or phenomena that are systematic and accurate.

The researcher tries to obtain complete information and attempts to systematically describe the data with the aim of knowing or helping the teacher's strategies used in teaching English to the ninth grade students of SMP

Al Islam 1 Surakarta in the academic year 2022/2023. This study analyzes and describes which focuses on teacher strategies during the process of teaching English.

B. Research Setting

1. Place of Research

This research was conducted at Al Islam 1 Junior High School Surakarta which is located at Mohamad Yamin Street Type Number 125, Serengan District, Surakarta City, Central Java 57154. The researcher made observation on the Ninth grade English learning process at Al Islam 1 Junior High School Surakarta by participating in classroom learning. The researcher chose this place because the location can be reached quickly and easily so that the research process can run quite smoothly. Based on the observations of the researcher at the school, there are still obstacles faced by teacher. The results of the researcher's interview with the Ninth grade English teacher of SMP Al Islam 1 Surakarta recently implemented Merdeka curriculum with the usual method used.

Nasution (2003, p. 43) says that related to location shows the notion of place in a social situation which is characterized by the presence of three elements, namely a) place, b) actors, and c) activities. Thus the location in question includes elements of a) place, namely SMP Al Islam 1 Surakarta, b) actors, namely teachers and ninth grade students who are involved in learning English, and c) activities, namely the process of

learning English carried out by teachers and students nine SMP Al Islam 1 Surakarta. The researcher observed the teaching and learning process of class IX English at SMP Al Islam Surakarta. This research was conducted in the odd semester of the 2022/2023 academic year.

2. **Time of Research**

The researcher observed the teaching and learning process of the Ninth grade English subject at SMP Al Islam Surakarta. This research was observed in the odd semester of the 2022/2023 academic year. The implementation of this research was from Mar 2022 – Nov 2023

Table 3.1 Timeline of the Research

This research will have conducted in Mar 2022 – Nov 2023

No	Activity	Months							
		Mar	Apr	May	Jul	Aug	Sept	Oct	Nov
1.	Make a questionnaire for recruit participants								
2.	Pre research								
3.	Conducting interview for recruit participants								
4.	Analysis data from pre-research to make a Proposal								

5.	Research									
6.	Draw the finding and conclusion									

C. Research Subject

The research subjects in qualitative research are people who are used as friends and even consultants to explore the information needed by researchers. The subject of this research is an English teacher named Eni Kussrini, S.Pd who is in SMP Al Islam 1 Surakarta. In addition, the researcher also interviewed several students taught by Mrs. Eni in the English class. A total of 3 students were interviewed consisting of 1 boys and 2 girls.

D. Data and Source of the Data

1. Data

Data is a compound term which means part of the facts that contain meaning associated with reality in the form of pictures, numbers, letters, or symbols that indicate an idea, object, condition, situation, and so on (John: 2012). Arikunto (2002) explains that research data are all forms of facts and figures that can be used as material for compiling information. So that facts in any form can be used as data for research and the source itself can be from any reliable source.

The benefits and also the function of the first data are 1) as a reference for activities or benchmarks for making a particular activity that we want, 2) as a reference in making a plan so that it becomes an accurate parameter, 3) the basis for making a decision on a project. existing problems and 4) as material for evaluation; for example in an institution / agency / organization such as a school will definitely need an evaluation in learning in order to improve its quality in the field of education.

To complete the research data, two data sources are needed, namely primary data sources and secondary data sources.

a. Primary Data Source

Primary data is data collection with observation instruments, interviews, field notes and the use of documents. Primary data sources are data obtained directly by interviewing informants or direct sources. As Sugiyono (2015, p. 187) says that primary sources are data sources that directly provide data to data collectors. Primary data is primary because it serves to assist researchers in finding answers to the formulation of the problem that has been compiled.

b. Secondary Data Source

Sugiyono (2015, p. 187) states that secondary sources are sources that do not directly provide data to data collectors, for example through other people or documents. This can be through literature studies, documentation, books, magazines, newspapers, written archives related to the object to be studied in this study so that it can

be used to support primary data. Secondary data sources are useful to make it easier for researchers to collect data and then analyze the results of research that can strengthen the findings so as to produce research that has a high level of validity.

The researcher collected data from the Ninth grade teacher of SMP Al Islam 1 Surakarta in the process of learning English subjects for the academic year 2022/2023. The researcher conducted research on how the teacher's strategies were used during classroom learning in English subjects. Data in the form of words, phrases, and utterances from the answers of interview participants.

2. Source of the Data

According to Lofland (2013, p. 157) the main data sources in qualitative research are words and actions, the rest are additions such as documents and others. Appropriate data collection techniques will provide accurate data and research results with high credibility. This study observes the teacher's actions in learning English, the source of the data comes from the teacher. Meanwhile, the object of the research is the teacher's activity in learning English subjects. The data source of this research is the teacher of SMP Al Islam 1 Surakarta.

This study uses the interview method in collecting data, then the source will be referred to as the respondent, namely the person who responds or answers the researcher's questions. In addition, the researcher

also interviewed the ninth grade students to strengthen the collected data. Data collection can be done through the researcher as the first person to obtain the data or the researcher obtains data that has been collected by other sources (Ajayi: 2017).

This study also uses observation techniques, so the source of the data obtained can be in the form of motion, objects, or the process of something. Observations were made when learning English subjects in the ninth grade of SMP Al Islam 1 Surakarta for two weeks. This is intended so that researchers know the conditions in the research field. The following types of data and data sources are presented in the form of chart images used by researchers in conducting research on the learning process for the ninth grade of SMP Al Islam 1 Surakarta in English subjects:

Table 3.2 Data and Sources of The Data
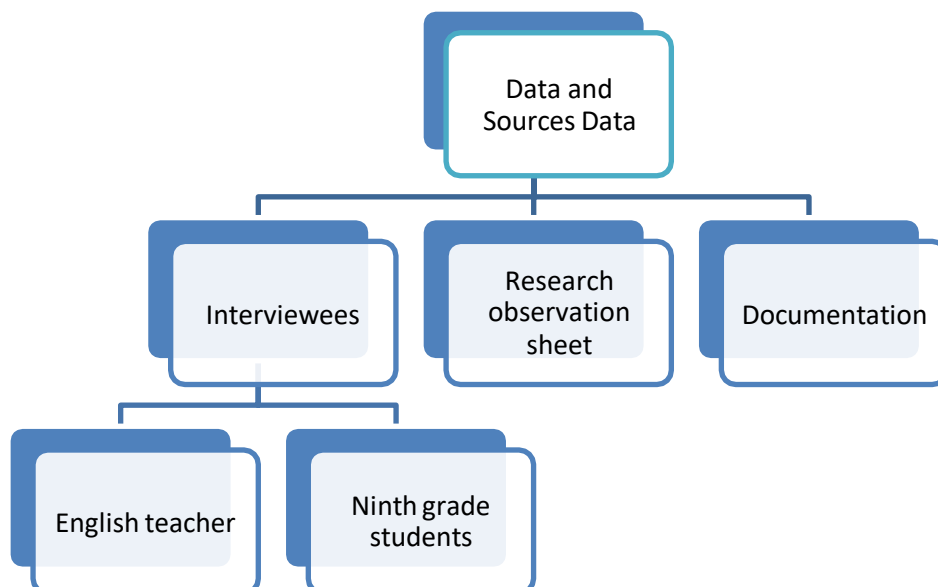
E. Techniques of Collecting the Data

Data collection techniques must be carried out by systematically collecting information about the object of study (people, objects, phenomena) and about the events in which they occur. Data collection is a systematic and standard procedure to obtain the necessary data, there is always a relationship between the data collection method and the problem to be solved. Sudaryono (2002, p. 76) says that data collection techniques are tools that are chosen and used by researcher in their activities in collecting data so that these activities become systematic and facilitated by them.

In this study, the researcher made observations through the classroom during the English learning process. The researcher also used note-taking techniques to collect data. The researcher used a recorder when interviewing participants online/offline to record participants' answers. Equipment needed such as telephone and voice recorder to record interview sessions. Then the researcher wrote down the participants' words on the data sheet. Data collection techniques include interviews, observations (direct and participant), questionnaires, and relevant documents (Yin, 2014). In collecting data the researchers used several steps such as:

1. Observation

Observation is a technique that involves systematically selecting, watching and recording the behavior and characteristics of living things, objects or phenomena. This is done without training so the observations

will strongly reflect personal choices about what to focus on and what to remember. Marshall and Rossman (1989, p. 79) define observation as a systematic description of events, behaviors, and artifacts in selected social settings for study.

The benefit of observation is that the researcher gets a direct picture of what is actually happening in the field practice. Researchers will usually record field notes in the form of conversations with actors, field work and descriptions of what happened and what had been observed (Spradley:1980). In addition, it should be noted that this observation technique is one of the most effective data collection techniques for studying a system (Sutabri:2012) because it can be more familiar with the physical environment and see processes in the field and their problems.

2. Interview

Interview is a form of dialogue conducted by researchers to obtain information from respondents. Qualitative research generally uses unstructured or semi-structured interviews (Rachmawati: 2007). In practice, interviews can be conducted in a structured and unstructured (free) manner. The researcher applies semi-structured interviews, namely the interviewer is free to ask the interviewee anything without having to bring the guide sheet. The interviewer must keep in mind the data that must be collected.

Semi-structured interviews do not have rigid adherence. Semi-structured interviews are more flexible, although there are a series of guiding questions. The purpose of this interview is to find the problem more openly, where the researcher asks the participants what their opinions and ideas are. In conducting the study, the researcher listened carefully and recorded what the participants were saying.

3. Documentation

Documentation is a method used to obtain information from written sources or documents, either in the form of books and so on. From this opinion, what is meant by documentation is a method of collecting data used in a study research conducted by noting some of the problems that has been documented by the principal, teachers, administration, and other personals. In this study, researchers used lesson plans as a data collection technique.

F. Trustworthiness of the Data

Lincoln and Guba (1985) refined the concept of trust by introducing the criteria of credibility, transferability, dependability, and confirmability to parallel the conventional quantitative assessment criteria of validity and reliability. Of the four criteria, the qualitative approach has eight data checking techniques, namely extension of participation, persistence of observation, triangulation, peer checking, adequacy of references, negative case studies, member checking, and detailed descriptions (Moleong : 2001, p. 175-187).

Testing the validity and reliability of qualitative research is called checking the validity of the data. Trust is one way researchers can convince themselves and their readers that research findings are worth paying attention to (Lincoln & Guba: 1985). The data credibility test is done by triangulation. According to William Wiersma (Sugiyono, 2016) Data triangulation is defined as checking data from various sources in various ways and at various times. Meanwhile, according to Moleong (2001, p. 178) triangulation means a technique of checking the validity of the data by utilizing other data for checking or comparing data.

The researcher used triangulation technique to check the validity of the data in this study. Triangulation is defined as a data collection technique that combines data from various data collection techniques and existing data sources. Researchers used triangulation of data sources obtained from English subject teachers and students. In this study, there were several steps taken in the data validity technique, namely:

1. Data triangulation

    Checking data obtained from various sources, for example using documents, archives, interviews, observations, or also by interviewing more than subjects who are considered to have different points of view.

2. Technical triangulation

    Technical triangulation means that researchers use different data collection techniques to obtain data from the same source with different techniques. For example, data obtained from interviews are checked with

observations, questionnaires or documentation for the same data source simultaneously.

3. Sources triangulation

    Checking data by interview, observation or other techniques in different times or situations. Researchers in this study used triangulation of data sources to check the validity of the data in the research that had been done. Triangulation of data sources (data triangulation) is to test the credibility of the data by checking the data obtained from several sources. Then the data is described, categorized, which views are the same, which are different, and which are specific from those sources.

G. Techniques of Analyzing the Data

The data that has been collected and considered satisfactory is then analyzed by the author. The researcher reread the transcription and began to identify the narrative of the participants' answers then rearranged the narrative and summarized. Qualitative data analysis according to Bogdan and Bikler (1982) is an effort made by working with data, organizing data, selecting and arranging into manageable units, synthesizing them, looking for and finding patterns, finding what is important and what is learned, and deciding what to do. that can be told to others (Moleong: 2007, p. 248).

According to Milles and Huberman (1992, p. 90) the stages of data analysis are described as follows:
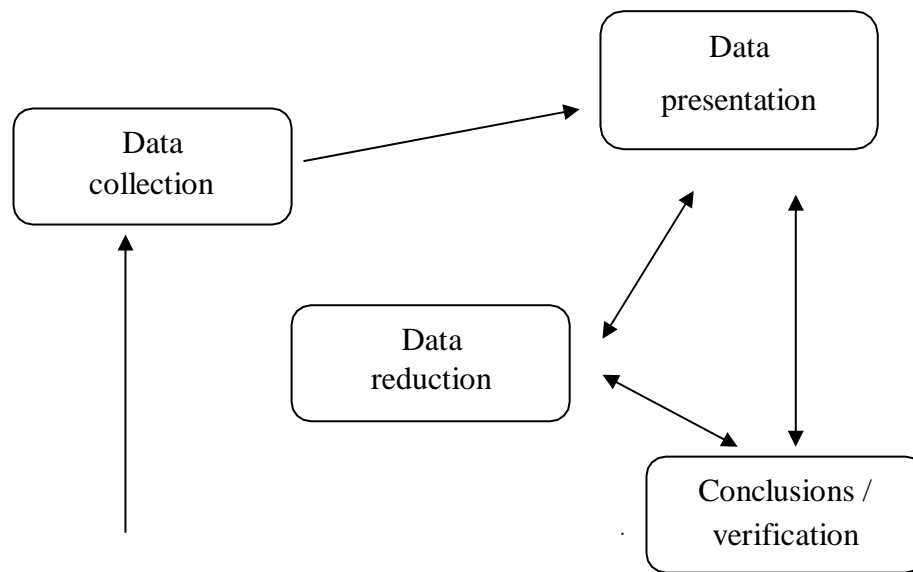
Picture 3.2 Data Analysis Method Chart

1. Data collection

    Data collection is an integral part of data analysis activities. When collecting data, researchers collected research data in the form of interviews, observations and documentation in the field objectively.

2. Data reduction

    Data reduction means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns (Sugiyono: 2008, p. 247). Data reduction refers to the process of selecting, focusing on simplifying, abstracting and transforming "rough" data that occurs in written field notes. According to Milles and Hubberman (1992, p. 16) Data reduction takes place continuously during the qualitative project until the report is compiled.

3. Data presentation

Miles and Hubberman (1992, p. 18) state that data presentation is a structured collection of information that provides the possibility of drawing conclusions and taking action. The form of presentation of qualitative data can be in the form of narrative text in the form of field notes, matrices, graphs, networks, and charts. This makes it easier to see what is going on, whether the conclusion is correct or otherwise do a re-analysis.

4. Conclusions / verification

Data retrieval / verification is an attempt to find, test, re-check or understand the meaning or meaning, patterns, explanations, plots, causes and effects, or prepositions. According to Sugiyono (2008, p. 253) conclusions can be in the form of a description or description of an object that was previously still dim or dark so that after research it becomes clear, it can be a causal or interactive relationship, hypothesis or theory.

The process of drawing conclusions can only be done when all the varied data is simplified, compiled or displayed using certain media, only then can it be understood easily. Conclusions were verified during the course of the research, by: (a) rethinking during writing, (b) reviewing field notes, (c) reviewing and brainstorming and (d) extensive efforts to place a copy of a finding in another set of data.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher explains the research results that have been collected using observation, interview and documentation techniques. This aims to answer the formulation of the problem, namely (1) what is the teacher's strategy in learning English for Class IX at SMP Al Islam 1 Surakarta for the Academic Year 2022/2023, (2) how is the implementation teacher's strategy in learning English for Class IX at SMP Al Islam 1 Surakarta Academic Year 2022/2023. It shows data and is divided into data findings.

A. Research Finding

In this chapter, the researcher has analyzed and explained the results research in accordance with the objectives of this research. Data on these findings. This research is about the strategies used by teachers and how to implement them, especially in class XI of SMP Al Islam 1 Surakarta for the 2022/2023 academic year, namely XI A and IX B.

The researcher used several techniques including observation, interviews and documentation to collect data. Observation techniques are used to analyze what types of strategies teachers use. Apart from that, you can also interview teachers and students in class. From the results of the interviews, the is the implementation of the strategy used were obtained. For documentation that uses lesson plans to support teacher and student statements.

The researcher used Made's theory (2013) to analyze the strategy used by teachers in the classroom and to describe the implementation of learning strategy.

1. What is the teacher's strategy in learning English for Class IX at SMP Al Islam 1 Surakarta for the Academic Year 2022/2023?

a. Observation

This section we will discuss the steps in the teaching and learning process in the English class. Based on observations, there is a teacher's plan which contains the steps of the teaching and learning process in class IX SMP Al Islam 1 Surakarta, divided into three stages, namely opening, core activities and closing.

1) Opening

From the results of observations made by researchers in the English class, it is known that during the initial activities of entering the class:

a. The teacher and students read prayers

b. The teacher is absent

c. Convey motivation/stories and joke

d. Then ask again about the previous lesson

e. Convey the lessons to be learned.

2) Core Activies

The core activities from the results of observations carried out by researchers in the English class regarding the core activities of this lesson show that in the learning process:

a. At the beginning of the semester, the teacher has divided into small groups to present several chapters in one semester

b. The material presented may be taken from any source and made in ppt and word form

c. Students then present the results of the group discussion in front of the class

d. The teacher reviews and writes down the lesson material learned that day

e. Add and explain the lesson material again

f. Provide examples that are relevant to the explanation

g. Allow students to ask questions about material they do not understand or ask students questions if no one asks.

3) Closing

From the results of observations made by researchers in the English class, it is known that during the initial activities of entering the class:

a. The teacher gives students the opportunity to conclude the material per sub-chapter

b. The teacher gives homework

c. The teacher delivers lessons that will be discussed at the next meeting

d. Pray together

2. How is the implementation of teacher's strategy in learning English for Class IX at SMP Al Islam 1 Surakarta for the Academic Year 2022/2023?

a. Interview

The research finding consists of the description of the data found. It includes the description also the data description related to the strategies in teaching english used by the teacher at the eight students of SMP Al Islam 1 Surakarta.

The researcher presents data obtained from observations in English classes and interviews with English teachers who teach at SMP Al Islam 1 Surakarta and students who take part in class lessons. There were six participants who agreed to be interviewed, including one English teacher and three students in grades IX A and IX

B. Data were also taken from documentation. The researcher disguised the participants' identities using their initials.

4.1 Table of Participants Identities

No	Initial	Gender	Age	Description
1.	EK	Female	39	Teacher
2.	AN	Female	14	Student
3.	RY	Male	14	Student
4.	SS	Female	13	Student

The interview was conducted on Wednesday in the teacher's room on 14 September 2022. The interview was conducted with an English teacher and was conducted in English and Indonesian. The time allocation for teaching English in class IX is once every two weeks with a duration of 2 x 30 minutes. At SMP Al Islam 1 Surakarta there is no other time for the teaching process. This is the same as any other lesson in timed divisions, but it is fine to make students master the English lesson by using the right method.

Returning to the objectives of teaching and learning English subjects at SMP Al Islam 1 Surakarta after graduating from there, students are ready to get more diverse material in final high school. SMP Al Islam 1 Surakarta hopes that students can master the basics of English well. The general finding was that each participant explored answers about English teachers' strategies for young students' participation in class.

The result of interview with EK as teacher is as follow:

Reseacher:

Strategi apa yang ma'am gunakan saat mengajar bahasa Inggris?

(What strategies do you use when teaching English?)Teacher (EK):

Ya kalo saya mengajar bahasa Inggris ya itu tadi sesuai dengan materi/topiknya, misal saat mengajar speaking ya beda dengan saat mengajarkan reading.

(If I teach English that is accordance with the material/topic, forexample speaking, it is different from teaching reading).

Researcher :

Apakah mam memiliki strategi khusus untuk mengajar bahasa Inggris

(Do you have a specific strategy for teaching English?)

Teacher (EK):

Emmm kalau untuk strategi khusus tidak ada, tapi disini saya mengedepankan kosakata ke siswa, jadi saya lebih ke membaca dan mengatakan dan selalu kita berikan contoh terlebih dahulu. Sebelum memulai pelajaran saya selalu menanyakan kosakata yang didapat minggu lalu.

(There is no specific strategy, but here I am promoting vocabulary to students, so I read and say more and we always set the example first. Before starting lessons, I always ask for the vocabulary I got last week).

Researcher:

Bagaimana mam mengajar bahasa Inggris agar sesuai dengan strategi yang telah ma'am siapkan?

(How do you teach English to fit the strategies you have prepared?)

Teacher (EK):

Kalo saya ya melihat lagi ke siswa-siswanya. Kadang ada yang bisa kadang juga sebaliknya. Tapi saya tetap berusaha menggunakan strategi yang lain supaya bisa dimengerti siswa-siswanya.

(If I look again at the students, sometimes there is sometimes the opposite. But I still try to use other strategies so that the students can understand them).

Researcher:

Bagaimana kemampuan berbahasa Inggris siswa setelah mam menerapkan strategi tersebut?

(How is the students English proficiency after implementing this strategy?)

Teacher (EK):

Nah kalo kemampuan siswa ya rata-rata sudah baguslah, apalagi dilihat dari pengalaman terdahulu ketika alumni dari SMP ini masuk kejenjang selanjutnya itu mereka sudah punya bekal, misal cara presentasi dengan bahasa Inggris.

(Well, if the average student's ability is already good, especially when seen from previous experiences when these SMP alumni entered the next level they already have provisions. For example, presentation in English).

64

B. DISCUSSION

1. What I s the teacher's strategy in learning English for Class IX at SMP Al Islam 1 Surakarta for the Academic Year 2022/2023?

a. Observation

In classroom observation, the process of learning activities is basically the implementation of a plan that has been prepared previously. The classroom process shows the learning strategy steps taken to provide a learning experience. In this process, it can be seen how the teacher's techniques in learning require students to be active with appropriate methods and media in presenting lesson material so that the desired learning objectives can be achieved.

At every meeting, teachers always use Assalamu'alaikum to greet their students. After opening with greetings, the teacher checks the student attendance list. The teacher reviews the final material before the teaching and learning process so that students remember the material. Teachers also provide student motivation and information related to the material before the teaching and learning process.

In every meeting the teacher always starts learning by reviewing the previous material, then explains the new material. To motivate students to speak English in class, teachers apply several strategies, such as discussion strategies. And during the discussion the teacher prepares a series of questions starting with less complicated content which ultimately leads to more complex content.

The teacher presents questions with enough information to encourage students to think deeply and form meaningful answers. Rather than expecting one person to answer a question, the teacher asks students to pair up and discuss the question and prepare answers together and this allows them to talk about and share their collective knowledge with the class. Meanwhile, in learning using discussion strategies, the

teacher has several steps in applying the material in class, such as providing several topics, then dividing them into several groups. This activity aims to express students' opinions and considerations.

And finally, the teacher closes the learning session by reviewing the material provided that day, then confirms students' understanding of the material provided. After that the teacher and students summarize the material together. Teachers also give homework to students and ask them to prepare material for the next meeting.

The Made's theory (2013) stated a series of learning activities that emphasize students' activities in critical and analytical thinking processes is called the inquiry method. One implementation of the inquiry strategy is to discuss and ask questions to students.

2. **How is the implementation of teacher's strategy in learning English for Class IX at SMP Al Islam 1 Surakarta for the Academic Year 2022/2023**

Previous The teacher used conventional methods or learning activities as usual. The learning process that teachers usually carry out on a daily basis is quite in accordance with the lesson plan that has been prepared by the teacher for one semester or one theme, but in certain situations the teacher is less adaptable or the teacher improvises during the learning process. Teachers say that they often use methods during the learning process, but in reality, in the field, there are still methods used that are less effective and less suitable.

Based on the results of observations and interview with Mrs. Eni, before using the inquiry method, teachers usually use lecture and question and answer methods to students

and sometimes teachers use discussion methods so that students are actively involved in the learning process.

During the learning process, students listened and listened enthusiastically, even though there were some students who joked with their classmates, lacked concentration and liked to play alone, so the teacher often reprimanded students who often joked. The students who were reprimanded obeyed and remained silent for a while, but when the students started to get bored of listening to the teacher's explanation, the students started joking and making noise again so the teacher had to repeatedly reprimand the noisy students, sometimes the teacher gave sanctions or punishments to the noisy students so that they could paying attention and listening to the teacher's explanation, various sanctions are given, including students repeating the teacher's explanation, students standing in front of the class, etc.

After using the inquiry method, students experienced several changes from initially being less active during the teaching and learning process to becoming more active, there were some students who remained less enthusiastic but this did not affect the activity of other students during the learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions relating to summary results and suggestions for students and future researchers.

A. Conclusion

The conclusion of this study is the answer to the research problem based on the research findings and discussion in chapter IV. In this section, it can be drawn answers about research problems related to the use of teaching strategies by English teachers in teaching English to ninth grade students of SMP Al Islam 1 Surakarta in the 2022/2023 academic year and implementation of the teacher's strategies used during the language teaching and learning process. English.

In implementing teaching strategies in the ninth grade of SMP Al Islam 1 Surakarta the teacher uses communicative language teaching and uses group work. The teacher uses communicative language so that students understand the material easily. Teachers also use group work to teach so that students can work together with their friends. They can also gain knowledge by discussion.

The implementation of teaching and learning strategies is class opening, the core activities include Exploration, Elaboration, Confirmation, and Closing activities. The teacher also evaluates the teaching and learning process every day. Therefore, teachers can find out students' problems in understanding the material.

In implementing this strategy the teacher got a good response from the students. The aspects used by the teacher in implementing the strategy are teaching methods and techniques, teaching media, material resources, classroom management, as well as evaluation and assessment. The teacher manages the class to create a fun and interactive atmosphere in the class because the teacher uses variation techniques.

Based on the discussion in the previous chapter, researchers can draw the following conclusions:

1. Application of the Inquiry Learning Model in English subjects

    In implementing learning using the inquiry strategy, the teacher has implemented it well, as evidenced by students' activeness in the learning process. Students are able to search for material themselves, ask questions if they don't know and actively answer questions if the teacher asks.

2. Teachers carry out assessments and evaluations in each class. Assessments are taken from assignments given by the teacher and student performance in class.

3. The facilities and infrastructure to support learning are good, but if they are improved they will support more optimal and better learning.

B. Suggestion

Based on the results of the research above, the researcher makes several suggestions and hopes that these suggestions will be useful, especially for English teachers, for students, for schools, and for other researchers. Some suggestions as follows:

1. For the English Teacher

Teachers need to find the right strategy to teach students based on student characteristics and curriculum because teaching English is not easy. Teachers must be patient to grow students' self-confidence and foster motivation to learn English. He also has to apply other interesting techniques and also use other media to get students interested in teaching and learning activities.

2. For the Students

Learning English is not easy. Students who want to be proficient in English both in speaking, listening, reading or writing skills must develop

a love for English. They also have to practice these skills continuously to become experts.

3. For the School

   Schools can facilitate teachers in developing strategies. So that teachers can improve their strategies including the use of techniques, methods and media that will be applied to students.

4. For the Researcher

   In compiling this research, the researcher felt that the research was not perfect. The researcher hopes that the results of this study can be a reference for other researchers who are conducting further research on teaching strategies. It also provides alternative sources and guidelines for future research to obtain better and more accurate result

BIBLIOGRAPHY

Afrizal. (2014). *Qualitative Research Methods*. Jakarta: Rajagrafindo.

Ajayi, V. O. (2017). *Primary Sources of Data and Secondary Sources of Data*, https://doi.org/10.13140/RG.2.2.24292.68481.

Aitchison, J. (2008). *Linguistics*. London: Hodder Headline.

A.M, Sardiman. (2012). *Teaching and Learning Interaction and Motivation.* Jakarta: Rajawali Press.

Arikunto, Suharsimi. (2002). *Research Procedures, A Practice Approach*. Jakarta: PT Rineka Cipta.

Ashabul Kahfi. (2021). *The Impact of Online Learning During the Covid 19 Pandemic on Children's Cognitive Development*. Tangerang: Binamadani Islamic College, https://stai-binamadani.e-journal.id/jurdir

Bogdan, R.C., Biklen, S.K. (1982). *Qualitative Research For Education:Anintroduction To Theory And Method.* Boston: Allyn and. Bacon. Inc. Hamalik, Oemar

Esti Ismawati, Faraz Umaya. (2016). *Learning Language In Early Grades*. Yogyakarta: Penerbit Ombak.

Fathoni, Abdurrahmat. (2011). *Research Methodology & Thesis Compilation Techniques.* Jakarta: Rineka Cipta.

Fiske, John. (2012). *Introduction to Communication Studies*. Jakarta : PT
   Rajagrafindo Persada.

F.L,Whitney. (1960) .*The Elements of Resert Asian Eds*. Osaka: Overseas Book Co.

Furchan, A. (2004). *Introduction to Research in Education*. Yogyakarta: Pustaka.

Gulo, W. (2000). *Research methodology*. Jakarta : PT Grasindo Anggota IKAPI.

Djamarah, Syaiful Bahri. (2001). *Education and Teacher Training*. Jakarta:
   Penerbit.

Djunaidi Ghony dan Fauzan Almanshur. (2014). *Qualitative Research Methods*.
   Jogjakarta: Ar-Ruzz Media.

Halodoc.com. (2020). *Learning-Online-At-Home-Its-Influence-On-Children's
   Cognitive-Development*. Accessed on January 20, 2022.
   https://www.halodoc.com/artikel/belajar-online-di-rumah-inipengaruhnya-
   pada-perkembangan-kognitif-anak

Harmer, Jeremy. (2007). *The Practice of English Language Teaching*. Pearson
   Longman: Harlow.

A. Douglas Brown. (2000). Principles of Language Learning and Teaching. New
York : Longman. 2000.

Helena Ceranic. (2013). *Guide for English Teachers*. Jakarta: Penerbit Erlangga.

Kahfi, Ashabul. (2021). *The Impact of Online Learning During the Covid 19
   Pandemic on Children's Cognitive Development*. Accessed: Journal of

Islamic Thought and Basic Education 4 (1), 14 - 23. https://doi.org/10.51476/dirasah.v4i1.219.

Lincoln, Yvonna S & Egon G. Guba. (1985). *Naturalistic Inquiry*. California: Sage.

Miles, Matthew B dan A Michael Huberman. (1992). *Qualitative Data Analysis*. Jakarta : UI-. Press.

Moleong, Lexy J. (2013). *Qualitative Research Methodology*. Bandung : PT. Remaja

Nasution (2003). *Qualitative Naturalistic Research Methods*. Bandung: Tarsito.

Noor, Juliansya. (2011). *Research Methodology: Thesis, Thesis, Dissertation and Scientific Work.* Jakarta: Kencana.

Nurul Hidayah. (2016). *Indonesian Language Learning in Higher Education.* Yogyakarta: Penerbit Garudhawaca.

Robinson, J.P. (2000). *Phases of the qualitative research interview with institutionalized elderly individuals*. ProQuest Medical Library: Journal of gerontological nursing.

Sarode, D.R. (2018). *Teaching Strategies, Styles and Qualities of a Teacher: A Review For Valuable Higher Education.* India : Technical Research Organisation India

Scrivener, J. (2005). *Learning Teaching: A Guide Book for English Language Teachers*. Oxford, UK: Macmillan Education.

Spradley, James P. (1980). *Participant Obsevation*. USA: Holt, Rinehart and Winston.

Spradley, James P. (2007). *Ethnographic Method*. Yogyakarta: Tiara Wacana

Sugiyono. (2005). *Qualitative Research Methods*. Bandung: Alfabeta

Sugiyono. (2008). *Business Research Methods*. Alfabeta: Bandung.

Sugiyono. (2015). *Quantitative Research Methods, Qualitative, and R&D*. Bandung : Alfabeta.

Sutabri, Tata. (2012). *Information Systems Analysis*. Yogyakarta: CV. Andi Offset.

Suwarna. (2002). *Language Introduction Strategy*. Yogyakarta: Adicita Karya Nusa.

Tomlinson, B. (2005). *English as a foreign language: Matching procedures to the context of learning. In E. Hinkel (Ed.), Handbook of research in second language teaching and learning (pp. 137-153).* Hoboken, NJ: Lawrence Erlbaum.

Wassid, Iskandar dan Dadang Sunendar. (2013). *Language Learning Strategy*. Bandung: Angkasa.

Yin, Robert K. (2014). *Case Study Design & Methods*. Jakarta : PT. Raja Grafindo Persada,

APPENDIX 1

THE BLUEPRINT OF OBSERVATION

Dalam melakukan penelitian, peneliti juga menggunakan pedoman observasi yang disusun dengan bertujuan mempermudah saat melakukan penelitian. Pedoman observasi mengenai "Teachers' Strategies In Teaching English At Ninth Grade Smp Al Islam 1 Surakarta In Academic Year 2022/2023" sebagai berikut:

1. Mengamati proses kegiatan belajar mengajar Bahasa Inggris di kelas IX dari awal sampai akhir.
2. Mengamati proses persiapan yang guru lakukan dalam pelaksanaan kegiatan pembelajaran Bahasa Inggris di dalam kelas.
3. Mengamati strategi yang digunakan oleh guru dalam pengajaran Bahasa Inggris di kelas.
4. Mengamati respon siswa selama pembelajaran Bahasa Inggris di kelas.

APPENDIX 2

OBSERVATION CHECKLIST

No	Indikator	Keterangan
	A. Kegiatan Awal	
1.	Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti pembelajaran	
2.	Mengawali dengan membaca doa pembuka pembelajaran dan salam	
3.	Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait materi yang akan dipelajari	
4.	Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau KD yang akan dicapai	
5.	Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan suatu permasalahan atau tugas	
6.	Memberikan motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional, dan internasional	
	B. Kegiatan Inti	
1.	Siswa diharuskan untuk mengamati, mendengar, membaca segala hal yang berhubungan dengan materi yang sedang dipelajari	
2.	Memancing peserta didik untuk bertanya	

3.	Mengarahkan peserta didik untuk memperoleh informasi sebanyak mungkin mengenai materi yang sedang dipelajari	
4.	Menyajikan kegiatan peserta didik untuk keterampilan menganalisis materi yang sedang dipelajari	
5.	Menyajikan kegiatan peserta didik untuk keterampilan mengomunikasikan materi yang sedang dipelajari	
C. Kegiatan Akhir		
1.	Menarik kesimpulan terhadap seluruh rangkaian aktivitas pembelajaran	
2.	Memberikan umpan balik terhadap proses dan hasil pembelajaran	
3.	Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas, baik tugas individual maupun kelompok	
4.	Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya	

APPENDIX 3

QUESTIONS OF TEACHERS' INTERVIEW

Wawancara dilakukan untuk mendapatkan informasi dari informan yang akan menjadi data bagi peneliti dalam menyusun skripsi dengan judul "Teachers' Strategies In Teaching English At Ninth Grade Smp Al Islam 1 Surakarta In Academic Year 2022/2023".

1. Bagaimana tahapan proses pembelajaran Bahasa Inggris di kelas IX SMP Al Islam Surakarta?

2. Apa strategi yang digunakan guru dalam pengajaran Bahasa Inggris di kelas IX SMP Al Islam Surakarta?

3. Apa yang melatarbelakangi strategi tersebut?

4. Bagaimana perkembangan pembelajaran setelah menggunakan strategi tersebut?

5. Media apa saja kah yang digunakan pada pembelajaran Bahasa Inggris di kelas IX SMP Al Islam Surakarta?

6. Apakah ada perbedaan strategi saat pembelajaran online akibat pandemi dengan pembelajaran offline setelah pandemi di kelas IX SMP Al Islam Surakarta?

7. Apakah Ibu/Bapak guru sudah menerapkan kurikulum merdeka pada pembelajaran Bahasa Inggris di kelas IX SMP Al Islam Surakarta?

8. Apa saja hambatan yang dihadapi Ibu guru saat mengajar di kelas IX SMP Al Islam Surakarta?

9. Bagaimana cara mengatasi hambatan tersebut?

10. Bagaimana hasil belajar siswa sekarang?

.

APPENDIX 4

QUESTIONS OF STUDENTS' INTERVIEW

1. Apakah kamu menyukai Bahasa Inggris?
2. Bagaimana proses pembelajaran Bahasa Inggris yang di lakukan oleh Ibu guru?
3. Bagaimana cara mengajar Ibu guru di kelas Bahasa Inggris?
4. Adakah cara tertentu yang dilakukan guru saat mengajar di kelas Bahasa Inggris?
5. Apa media yang digunakan ketika Ibu guru mengajar?
6. Dalam bentuk apa sajakah tugas yang diberikan oleh guru?

QUESTIONS OF STUDENTS' INTERVIEW

1. **Respondent 1 : AN/Female**

Q: Apa pendapat kamu tentang bahasa inggris?

A: Biasa aja

Q: Siapa guru bahasa inggris kamu?

A: Bu Enni

Q: Menurut kamu bagaimana pembelajaran yang di lakukan guru bahasa Inggris di kelas?

A: Ya seperti biasa, kadang seru kadang jenuh

Q: Bagaimana cara mengajar guru kamu?

A: Beliau kalau bicara pakai bahasa inggris dan bahasa Indonesia jadi aku masih paham sedikit

Q: Apa cara mengajar guru kamu dapat menarik minat kamu untuk mempelajari bahasa inggris?

A: Bisa, karena mengajarnya itu pakai aplikasi atau link gitu. Jadi seru

Q : Jadinya pakai aplikasi apa?

A : Kalau untuk tugas pakai google classroom kadang juga youtube dan presentasi juga

Q: Jadi kegiatan apa saja yang diberikan saat pelajaran bahasa inggris?

A : Maksudnya kak?

Q : Misal pembelajaran hari ini disuruh buat kelompok untuk berdiskusi

A: O iya, biasanya tuh disuruh berkelompok terus nyari materi, terus per kelompok itu maju suruh mempresentasikan hasil diskusinya. Atau suruh buka aplikasi terus mengerjakan soal yang ada disitu. Atau mengamati video terus disuruh bikin video juga tapi itu biasanya kalau mau ujian

Q: Apakah kegiatan itu menarik bagi kamu?

A: Saya suka, karena bisa berdiskusi dengan teman, jadi saling bertukar pendapat. Dan presentasi juga bisa melatih kemampuan diri. Tapi kadang ada beberapa teman yang tidak aktif

Q : Oke jadi tugasnya hanya sebatas itu saja kah?

A : Iya, contohnya, kita disuruh memahami materi, habis itu dijelaskan dan disuruh presentasi. Kalau sudah paham materi kan pasti bisa presentasi.

2. **Respondent 2** : **RY/Male**

Q: Bagaimana pendapat kamu tentang pelajaran bahasa inggris? Apa kamu menyukainya?

A: Aku tidak suka bahasa inggris

Q: Kegiatan pembelajaran apa saja yang diberikan oleh guru bahasa inggris kamu?

A: Apa aja ya? Lupa bu. Biasanya dikasih tugas bu

Q: Apakah kegiatan pembelajaran yang diberikan menarik bagi kamu?

A: Menarik juga

Q: Jadi bagaimana cara guru menyampaikan pembelajaran pelajaran?

A: Di kasih tugas, di kasih materi begitu bu

Q: Ada tidak strategi yang membuat kamu bersemangat yang di lakukan guru?

A: Aku paling suka waktu dikasih pertanyaan dan kita berlomba untuk angkat tangan. Tapi aku sedih semisal kalau tidak terpilih

Q: Tapi bukannya itu dibuat adil? Saya lihat kalau yang sudah angkat tangan tidak ditunjuk lagi

A: Iya tapi ingin saya terus bu biar nilainya bagus, karen itu dinilai

Q: Jadi untuk tugas yang diberikan guru bahasa Inggris apa saja? Atau hanya kuis begitu

A: Tidak, kadang kita diberikan PR juga di rumah dan di kumpulkan lewat google classroom. Kadang juga disuruh mencari materi, seperti kemarin di kasih tugas mencari procedure text di kemasan makanan.

Q: Apakah menurut kamu pembelajaran yang diberikan mudah untuk dipahami? Lalu apakah hal itu bisa memacu semangat belajar anda?

A: Tergantung sih. Kalau gurunya selow kan pelajarannya jadi mudah dipahami.

3. **Respondent 3 : SS/Female**

Q: Apakah kamu menyukai pelajaran bahasa inggris?

A: Iya kak saya suka

Q: Bagaimana cara guru kamu mengajar?

A: Kalau pelajaran itu nggak sering di terangkan, dan materi atau tugas di share kayak di grup itu loh, kita lebih banyak belajar mandiri

Q: Maksudnya dengan mandiri bagaimana kak?

A: Ya dikasih materi dijelaskan sedikit atau kita hanya dikasih judul materi dan dicari sendiri di internet. Nanti Bu Eni menambahkan materi dari teman-teman

Q: Apakah cara mengajar guru kamu dapat menarik minat kamu untuk mempelajari bahasa inggris?

A: Iya kak, karena saya suka jadi tanpa disuruh pun saya juga belajar kaya dengerin musik atau nonton film

Q: Bagus itu. Lalu kegiatan pembelajaran apa saja yang diberikan oleh guru bahasa inggris saat di kelas?

A: Seperti presentasi, kadang juga menghafal vocab baru atau mengucapkan bersama begitu kak

Q: Lalu cara tertentu guru saat mengajar di kelas Bahasa Inggris seperti apa?

A: Bagaimana ya kak, menjelaskan materi, memberi tugas, menyuruh presentasi tapi juga di buat bahan candaan jadi tidak sepaneng terus.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : SMP AL ISLAM 1 SURAKARTA
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : VIII/I
Materi Pokok   : We Can Do It and We Will Do It

KD	Materi Pokok	Waktu/Pertemuan	Tujuan
4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemauan dan kemampuan, melakukan suatu tindakan, dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	We Can Do It and We Will Do It	4 x Pertemuan (2 Minggu)	Melalui kegiatan pembelajaran Online dengan menggunakan aplikasi berbasis TIK dengan model discovery learning peserta didik diharapkan mampu: 1. Siswa mampu mengidentifikasi struktur teks memaparkan kemauan dan kemampuan, melakukan suatu tindakan berkaitan dengan pencegahan Covid 19 2. Siswa mampu mengidentifikasi unsur kebahasaan dalam teks pemaparan kemauan dan kemampuan, melakukan suatu tindakan berkaitan dengan pencegahan Covid 19 3. Siswa mampu mengidentifikasi ungkapan memaparkan kemauan dan kemampuan, melakukan suatu tindakan orang disekitarnya dengan baik sesuai dengan struktur teks dan unsur kebahasaan berkaitan dengan pencegahan Covid 19 4. Siswa mapu menggunakan ungkapan yang tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks memaparkan kemauan dan kemampuan, melakukan suatu tindakan dalam bentuk tulisan berkaitan dengan pencegahan Covid 19 5. Siswa mampu menggunakan ungkapan memaparkan kemauan dan kemampuan, melakukan suatu tindakan orang disekitarnya dengan tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks dalam bentuk tulisan maupun lisan berkaitan dengan pencegahan Covid 19

A. Kegiatan Pembelajaran	
Guru	Siswa
Persiapan Belajar 1. Membentuk grup komunikasi belajar 2. Membagikan link tutorial aplikasi google classroom dan aplikasi penghubung lainnya untuk diskusi kelas online	**Persiapan Belajar** 1. Melakukan komunikasi melalui forum grup diskusi kelas mengenai pembelajaran 2. Masuk kelas online dengan akses link pembelajaran
Kegiatan Inti 1. Membuat kelas dengan aplikasi google classroom dan aplikasi lainnya lalu membagikan link kegiatan belajar digrup komunikasi kelas	**Kegiatan Inti** 1. Masuk kelas di google classroom sesuai kelas dan juga link aplikasi lainnya

2. Memberikan materi pelajaran, tugas-tugas dan penilaian pada tugas kelas di google classroom dan aplikasi lainnya 3. Membuat form absensi dengan menggunakan aplikasi whattsapp 4. Membagikan link video pembelajaran yang diambil dari youtube tentang We Can Do It and We Will Do It 5. Membagikan link pembelajaran tatap muka sesuai jadwal yang sudah sepakati 6. Memberikan penugasan dan quiz terkait materi pembelajaran dengan membagikan link quiz dengan aplikasi google classroom dan aplikasi lainnya pada grup diskusi 7. Melakukan penilaian pembelajaran dan melakukan evaluasi pembelajaran dengan menggunakan link evaluasi belajar dengan aplikasi google classroom dan aplikasi lainnya.	2. Mengikuti kegiatan belajar yang diberikan 3.Mengakses link Google classroom untuk absensi. 4. Mengakses link dan menonton video pembelajaran yang diberikan 5. Aktif berpartisipasi dalam kegiatan belajar tatap muka Online 6. Mengerjakan tugas yang diberikan dan mengirimkan langsung pada aplikasi yang telah disediakan 7. Mengikuti seluruh kegiatan penilaian dan evaluasi Pembelajaran
Penilaian 1. Melakukan penilaian pembelajaran dan melakukan evaluasi pembelajaran dengan membagikan link evaluasi belajar dengan aplikasi yang telah Disepakati 2. Melakukan penilaian berdasarkan keaktifan siswa dalam sesi pembelajaran Tanya jawab/diskusi	**Penilaian** 1. Mengikuti seluruh kegiatan penilaian dan evaluasi pembelajaran dengan mengakses link penilaian aplikasi yang telah disepakati dan evaluasi belajar yang diberikan 2. Aktif dalam sesi Tanya jawab/diskusi
Kegiatan Monitoring 1. Memantau kegiatan pembelajaran 2. Menilai penugasan, quiz dan evaluasi Pembelajaran	**Kegiatan Monitoring** 1. Aktif mengikuti kelas dan memantau perkembangan belajar (dibantu orangtua siswa dalam mendampingi pembelajaran) 2. Menerima hasil penilaian pembelajaran

Surakarta, 13 Juli 2020

Mengetahui,

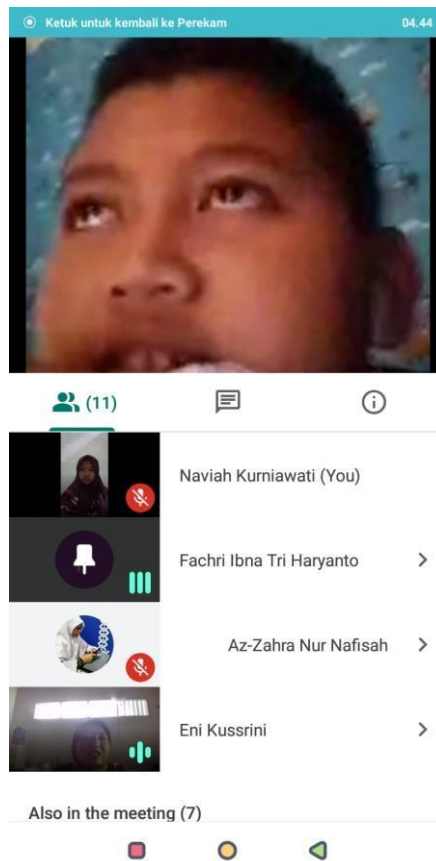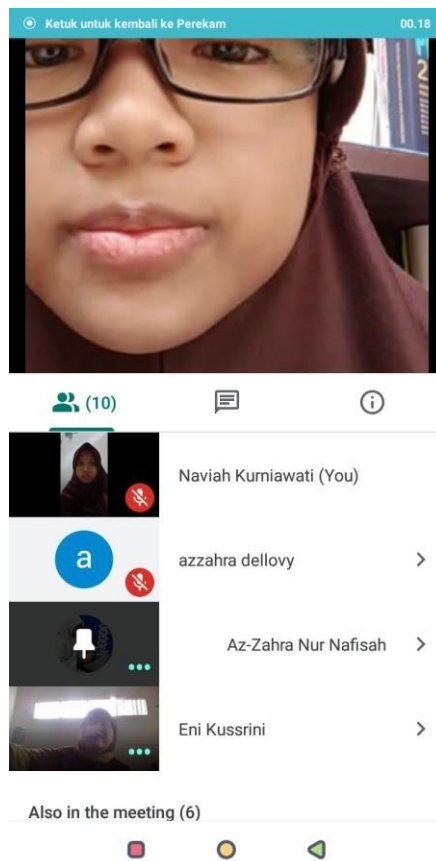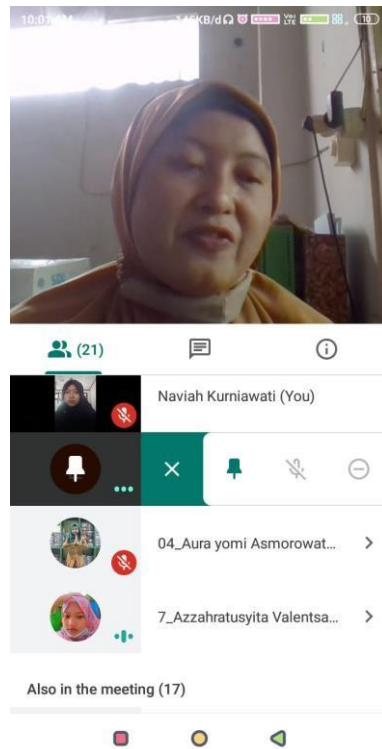Kepala Sekolah,   Guru Mata Pelajaran,

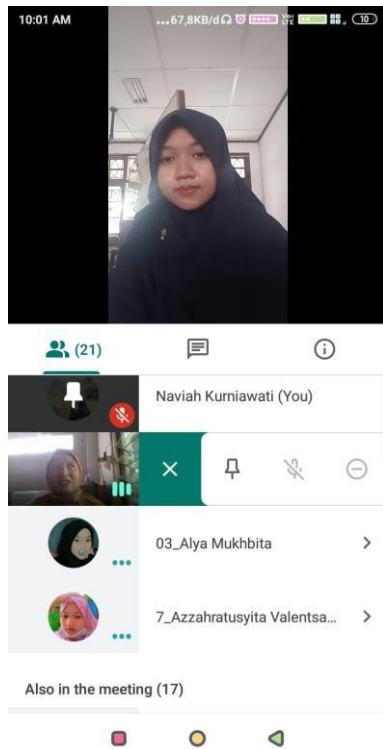Supardi, S.Pd   Eni Kussrini, S.Pd

APPENDIX 6

DOCUMENTATION

(Photo of observation)

(Photo of interviews)