A STUDY OF ENGLISH LANGUAGE TEACHING STRATEGIES OF TEACHER AT MIN 11 BANDA ACEH

Thesis
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A STUDY OF ENGLISH LANGUAGE TEACHING STRATEGIES OF TEACHER AT MIN 11 BANDA ACEH

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيمِ

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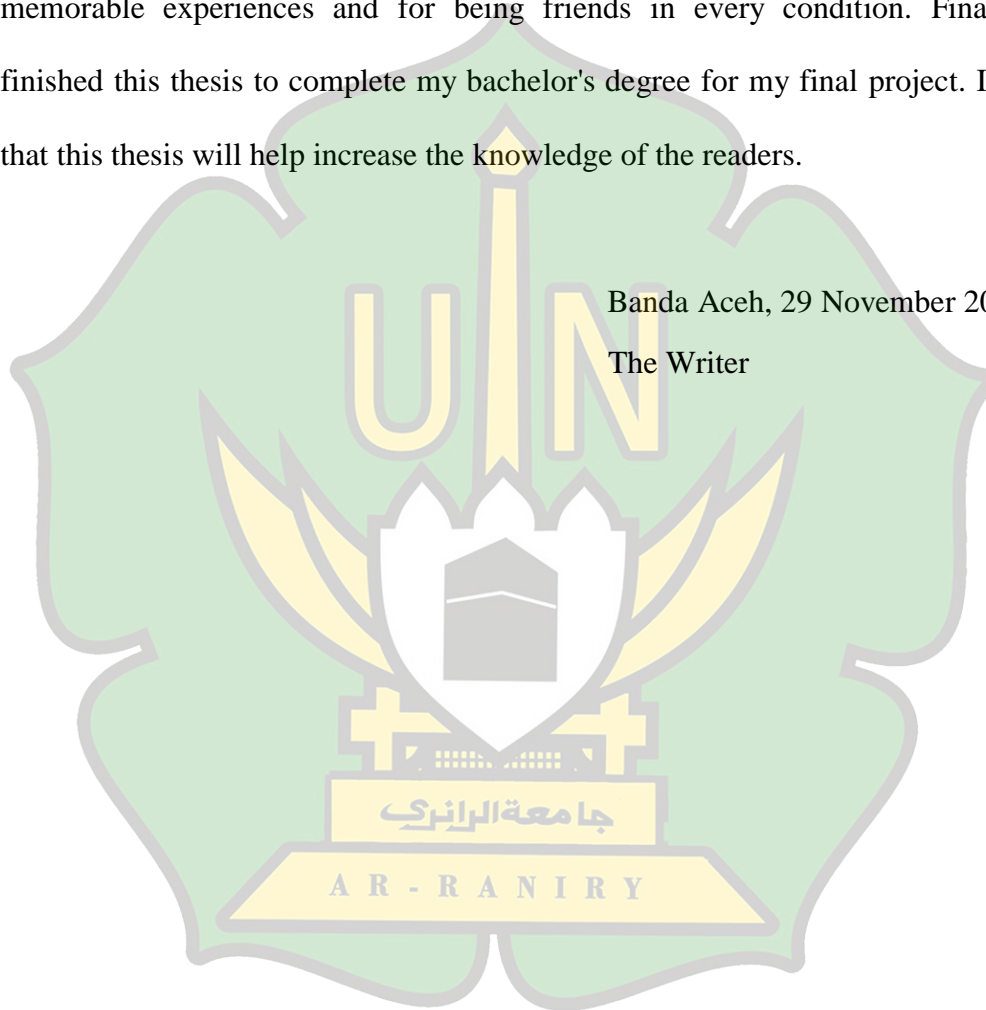
ABSTRACT

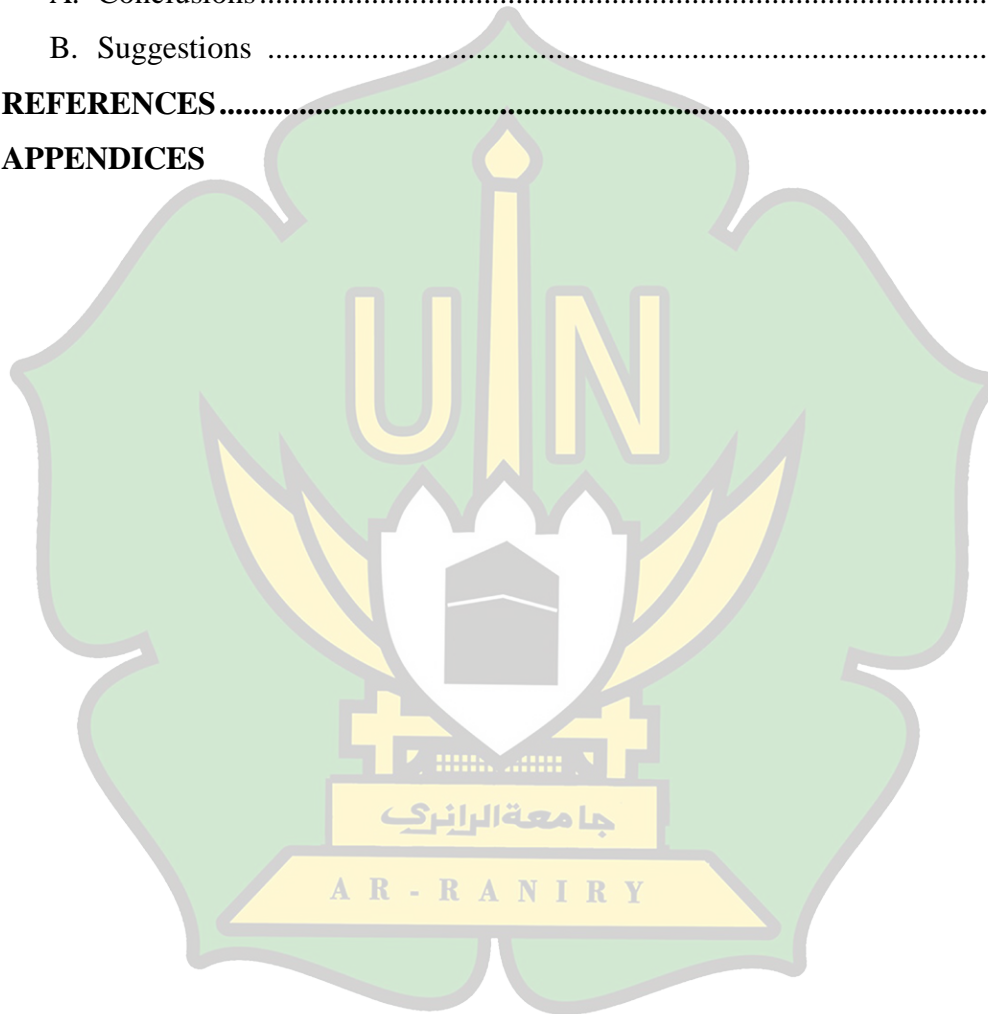Name   : Ruwaida
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Teaching English to children in many schools is not something new. Teaching and learning English frequently various problems. In this case, in learning English at MIN 11 Banda Aceh, there is a teacher who guides student in English study groups and the teacher has experienced in the field of English language teaching for children. This also makes students more interested in language English. To make students be happy and interested in learning English, teachers must choose the right English teaching strategy for them and know the characteristics of children in order to help them in understand the lesson and automatically reach the goals of learning English. The research employed a correlational method by using a qualitative approach. The purposes of this research are to investigate the strategies used by the English teacher in teaching English at MIN 11 Banda Aceh and to investigate the reasons why the English teacher choose those strategies in teaching English at MIN 11 Banda Aceh. The results showed that there were eight strategies applied by the teachers in teaching English, they were : Listen and repeat, Listen and do, Question and answer, Subtitution, Listen and identify, In-pair, Coperative learning, Outdoor activity. The teacher also had some reasons toward the strategies. they are: to stimulate students to pursue knowledge on their own ability, to develop the student interest and motivation, to review previous lessons, in order to make them understanding, to assess achievement of instructional goals and objectives.

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CHAPTER I
INTRODUCTION

A. **Background of Study**

Teaching English in schools has been a common practice for many years. However, as Aminudin (2010) notes, teaching English to students of different ages requires a different approach, as young learners have unique emotional and cognitive needs. For example, their emotions can change quickly, and their development can be inconsistent, as Moon (2005) points out. Therefore, teaching English to young learners can be challenging for teachers.

According to Nunan (2005), teachers must be aware of different strategies and methods for presenting information to young learners in a way that is easy for them to understand and engage with. This can be achieved by creating lessons based on young learners' interests and using fun and interactive teaching techniques, as Cameron (2005) recommends. It is also crucial for teachers to support each child's individual needs and learning style in the classroom. Using effective and enjoyable teaching strategies can make learning English fun and engaging for young learners. By paying attention to the unique needs and characteristics of young learners, teachers can create a positive and supportive learning environment that fosters English language development and helps students to thrive.

Teachers need to understand the differences between teaching children and adults when it comes to applying learning strategies. As Suyanto (2008) points out, young children under two still develop their motor skills and have not yet

developed the ability to think conceptually. Therefore, language learning for young children occurs through interaction and experiences.

As a result, teachers must be aware of the unique characteristics of young learners and understand that they may face difficulties when learning a new language like English. Teachers must use teaching methods tailored to their specific needs and abilities to support young learners in their language development. This can involve using interactive and experiential teaching techniques to help young learners learn English in a fun and engaging way.

In teaching English to young learners, teachers must know how to manage classroom activities to make them more meaningful and interesting. According to Susanto (2017:12) the ability of teachers to create and design interesting activities, and conducive to children, to create such activities, teachers need to understand the characteristics of the child they will be dealing with. Therefore, in this case teachers must be creative and innovative to design activities To make students happy to learn English, teachers must choose the right strategy to teach English to them and know the characteristics of young learners to help them understand the lesson and automatically the learning objectives of teaching English will be achieved.

In addition, teachers are expected to be able to take advantage of teaching strategies that make students' skills improve. As stated by Cohen and Macaro (2007:76) increasing the ability of students is related to how the teacher's strategy in teaching, because the teaching strategy applied by each teacher must be able to improve the language skills of students' performance. Syaiful Bahri Djamarah and

Aswan Zain in their book Teaching and Learning Strategies (2010:15) suggest that, strategy is a way or an understanding, whereas in general strategy has an outline of the direction to act in an effort to achieve predetermined goals. This strategy is an effort by the teacher to create an environment that allows students to be involved in the teaching and learning process. Therefore, teachers are expected to improve their skills in organizing several components of learning, such as materials and methods.

English teachers must have experience in teaching English to young learners. In this case, English teaching strategies are needed to know how to teach English practically. Their teachers should also have some strategies for learning objectives. Teachers should motivate students to be more creative and interested in English.

Similar research was conducted by Hidayah (2010) on this topic with the title "Effectiveness of Teaching English Vocabulary to Elementary School Students Using Total Physical Response (TPR) in MI Karanggandu - Watulimo Academic Year 2010 - 2011". Researchers investigated the methods used by teachers in elementary schools to find student responses. In previous studies, researcher investigated the teacher's TPR (Total Physical Response) method and tried to find out how students responded when they were taught using the TPR method. The previous research has differences from the current research. The difference lies in the research aspects and research subjects. In previous studies, researchers investigated the teacher's TPR (Total Physical Response) method, and researchers tried to find out how students responded when taught using the TPR

method. In this study, researcher investigate teaching strategies in English practice in the teaching process.

Another study comes from Armadani (2013) with the title "A Study on The Teaching of English at Padu Perintis Karangan Trenggalek". This study investigates the effect of developing English materials in the Karangan Pioneer Integrated Kindergarten, Trenggalek. The researcher tries to find out about the media used by the teacher and to find out the student's responses. From the two previous studies, this research has different research subjects. In the second study, the respondents in this study were kindergarten teachers. This study investigated teaching strategies at various levels, particularly at MIN 11 Banda Aceh. Because no one has researched the teacher's strategy in teaching English to students at the MIN 11 Banda Aceh school, and the school has an English language learning where English lessons have been taught since students were in first grade. Children at this age need special treatment when learning takes place makes the researcher interested in examining what types of strategies are used when teaching in class.

Based on the statement above, the teacher must have the right strategy for teaching. It aims to make students interested in learning English. Besides that, the right strategy also makes learning easier. By implementing the right strategy in teaching English, the teacher can build students' confidence to practice English well. Based on the above phenomenon, researchers want to bring a study with the title **"A Study of English Language Teaching Strategies of Teacher at MIN 11 Banda Aceh".**

B. Research Questions

Based on the title and background of the research, the problems are formulated as follows:

1. What strategies are used by English teacher in teaching English at MIN 11 Banda Aceh?

2. Why do English teacher choose those strategies in teaching English at MIN 11 Banda Aceh?

C. Objectives of the Study

Based on the above research problems, the purpose of this research are as the following:

1. To find out the strategy used by English teacher in teaching English at MIN 11 Banda Aceh.

2. To find out the reason why English teacher chose the English teaching strategy at MIN 11 Banda Aceh.

D. Significance of the Study

First, this research can serve as a reference for future research interested in studying English teaching strategies for elementary school students.

Second, the findings of this research can also be helpful for teachers. They can use the information from this research to improve their teaching strategies and help their students develop their English skills. By implementing the strategies suggested by this research, teachers can create a more enjoyable and effective learning environment for their young learners. Finally, it is essential to remember

that teaching English should focus on not only theory but also practical skills and real-world application. By incorporating these principles into their teaching, teachers can help students improve their English skills and have fun while learning.

E. Terminologies

1. **EYL (English Young Learner)**

   Elementary school students are young students aged six to twelve. The young students here are students at MIN 11 Banda Aceh. At this age, they are usually called EYL (English Young Learner) when they learn English. They are elementary school students who receive English lessons as local content at their school. According to Suyanto (2010:17), the characteristics of early childhood are that children enjoy learning through games, which can motivate children to learn English lessons. Cameron (2001:1) says that children are often more enthusiastic and passionate as learners.

2. **Teaching strategy**

   Learning strategies are learning activities implemented by teachers and students to realize a lesson's objectives. Strategies in the learning process help facilitate and optimize achievement in learning. According to Aswan et al. (2010), teaching strategy is the teacher's plan to achieve the planned goals in the teaching and learning process. J. R David (Wina Senjaya, 2008): Teaching strategies contain the notion of planning. A learning strategy can be interpreted as a plan that contains a series of activities designed to achieve specific educational goals.

CHAPTER II
LITERATURE REVIEW

A. Teaching English to Young Learners

Teaching provides instruction and guidance to students to help them learn new things. According to Maswan and Khoirul Muslimin (2011), teaching involves giving lessons and training to students in order to help them gain knowledge and experience. Students are expected to understand and apply the information and skills they are taught in the teaching and learning process.

Young English learners are students learning English, often as part of their elementary school education. They may be beginners when learning English, but it is essential to remember that they are not a homogenous group and may have different needs and abilities. Young English learners can be divided into two age groups: the young group (ages 6-8) and the old group (ages 9-12). They can also be divided by grade level, with lower grades (first through third) and upper grades (fourth through sixth). Teachers must consider these differences when designing lesson plans and teaching strategies for young English learners (Muslimin, 2011).

Scott and Ytreberg (as cited in Suyanto, 2010, p. 15) divide young English learners into two levels: the first level (ages 5-7) and the second level (ages 8-10). The second level is also the first stage for students who start learning English at that age.In today's globalized world, English is an important language that can help children develop their potential and prepare for the future. However, since English is a foreign language in Indonesia, the learning process requires effective and appropriate teaching strategies and approaches. The success of learning

English at a young age is greatly influenced by a teacher's ability to create a fun and engaging learning environment for children.

As Freeman, Harmer, and Rodgers note, teaching beginners can be the most challenging level of language teaching. According to Brown (2001), students at this level have little or no prior knowledge of the target language, and the teacher plays a crucial role in determining their success. Therefore, teachers of young English learners need to be aware of the unique characteristics of young learners and design teaching methods tailored to their needs and interests. Children generally enjoy fun and engaging activities, and teachers can use this to their advantage by creating lessons based on their students' interests and abilities.

The following are the characteristics of early childhood (Fadlillah, 2012:57):

1. Unique, namely, the nature of each child is different from the others.

2. Egocentric children tend to see and understand things from their points of view and interests.

3. Active and energetic, children are happy or happy to do various activities.

4. Curiosity and strong enthusiasm for many things, children tend to pay attention, discuss and question various things they see and hear, especially new things.

5. Explorative and adventurous, children are driven by an intense curiosity and enjoy exploring.

6. Spontaneous; namely, the behavior displayed by children is generally relatively sincere and not covered up so that it reflects what is in their feelings and thoughts.

7. Happy and prosperous with fantasy, children are happy with imaginative things.

8. Still easily frustrated, children are still quickly disappointed when faced with things that do not satisfy children.

9. There still needs to be more consideration in doing something; namely, children like to do various activities that cause changes in behavior in children.

10. Short attention span: Children usually have a short high attention span, except for things that are intrinsically interesting and fun.

11. Passionate about learning and learning a lot from experience; children enjoy doing various activities that cause changes in their behavior.

12. Increasingly showing interest in friends, children begin to show cooperation and relate to friends. According to Fadlillah (2012: 58), early age is a period of development and growth that will determine the development of children in the future or adulthood (old).

Early childhood is a time when children have various peculiarities of behavior. All forms of activity or behavior that shown by a child is basically a fitrah. It can be concluded that children at an early age are a period of development and growth that will shape the child's personality when he grows up. child age Early childhood has the characteristics of a fairly unique and rapid

development. Development experienced by children is greatly influenced by how the growth of the child. When children have good growth, in general their development will going well too, therefore it is very important the period of development and child growth.

B. English Teaching Strategies

Strategy is one way of implementing media that must be done by someone more effectively and efficiently. Suyanto (2008) stated that strategy is one of various exercises, activities, or tasks used in the language to realize the purpose of the lesson.

According to Stone and Morris in Isaac, teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies. Isaac also explains that teaching strategies are the behavior of the teacher which he/she manifests in the class, the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learned responses, increasing the responses by extra activities.

Strategies are used to obtain success or success in achieving goals. Strategy is different from the method, the strategy refers to a plan to achieve something, while the method is a way that can be used to implement the strategy. In other words, strategy is a plan of operation achieving something. While the method is a way in achieving something.

Strategies are steps or action taken for the purpose of winning a war, other definition of strategy is an effort to achieve of succes goal. According to J. R David, in an education context, the strategy is a plan, method, or series of activities designed to achieve a particular educational goal.

Teaching strategy is a teaching activities that must done by the teacher and the student so that the purpose of teaching reached effectively and efficiently. Based on the definition above, it can be concluded that teaching strategies are a plan prepared by the teacher to achieve certain educational goals.

From some understanding of learning strategies, it was concluded that the learning strategy is an approach in managing activities, by integrating the sequence of activities, equipment and materials as well as the time used in the learning process, to achieve the learning objectives that have been determined actively and efficiently.

In accordance with the concept of language learning and the level of development of elementary children, the following are presented some English learning strategies that are relevant to the basic level.

1. Songs and games

   Games and songs can have two critical functions in learning English. First, various games and songs can teach English, such as vocabulary, pronunciation, and fluency. Second, games and songs can introduce the society and culture of speakers of English as a first language. Some examples of games and songs are explicitly provided for the provision teachers in Bangli to teach English in elementary schools.

2. Field Study

The most effective learning materials are natural objects from the world around us. Teachers can help students learn English by bringing them into real-life situations and environments where they can learn through direct interaction with objects and places. This approach to teaching English allows students to learn the language naturally and authentically and provides them with a rich language environment. By engaging students in meaningful and authentic learning experiences, teachers can create a positive and effective learning environment that helps students develop their English language skills.

C. **Strategies for Teaching English to Young Learners**

According to Djamarah and Zain (2015), good planning is essential for teaching English as a foreign language. A crucial part of this planning process is the selection of appropriate teaching strategies, as the strategies used can significantly impact the effectiveness of language teaching.

Teaching strategies refer to the activities and procedures that teachers use in the classroom to help students learn. These strategies are designed to meet the needs of the teaching method and provide motivation and support for students to learn English. In the teaching and learning process, teachers play a crucial role in conveying and implementing these strategies to ensure students can learn and succeed in their English language studies. Overall, selecting and implementing appropriate teaching strategies is essential to teaching English to young learners (Djamarah& Zain, 2015).

Each teacher has a unique approach to conveying information to students. They can choose teaching strategies appropriate for the material and the class situation to motivate and engage students in learning. Aminuddin (2010) notes that teaching English in elementary schools can be more complex than teaching at higher levels. It requires unique strategies and approaches to create a positive and enjoyable learning environment for young children.

To support the learning process, teachers need to have a range of strategies at their disposal that they can adapt and adjust to meet the needs and conditions of their students. This can involve using various teaching methods and techniques and tailoring the content and pacing of lessons to suit the abilities and interests of young learners. By using a flexible and adaptable approach to teaching, teachers can create a dynamic and engaging learning environment that supports the development of English language skills in young learners. Suyanto (2007: 8) defines several teaching strategies that can be used to teach English to young leraners.

1. Listen and Repeat

In this technique, the teacher says something, and the students listen. Then the teacher and students talking again are asked to repeat what the teacher said. By listening to the teacher's explanation, students will understand. Especially in speaking class, students will know how to pronounce vocabulary very well. Listen, and Repeat is a strategy teachers use to help students understand or memorize vocabulary more easily by imitating the teacher

directly. Listen and repeat is a fun strategy that makes it easier for students to understand the material.

2. Listen and Do

    In the learning process, the teacher gives the child several sentences in the form of instructions or orders. Then the teacher asks the child to listen carefully to the command line, and the child responds to carry out the teacher's command in the sentence. Listening and teacher's strategy to enrich students' vocabulary. Here, the teacher implements strategies to give students an understanding of command lines and another new vocabulary. Therefore, students know what to do when the teacher says the correct sentence.

3. Questions and Answers

    This strategy is usually used in daily activities while in class. This can be applied in listening and speaking activities. The teacher asks a question, and the students answer it. The teacher gives an example before learning begins. This strategy for increasing students' knowledge, skills, and comprehension skills was developed in a question-and-answer session. Teachers use this strategy to memorize material and assess student performance in class.

4. Substitution

    This includes listening, speaking, vocabulary, and grammatical structures. Teachers can use flashcards, posters, or real media so students can easily comprehend the material. Learning Activities will be fun if accompanied by real examples or even jokes. Teachers are required to be creative, innovative, and wise in determining and utilizing learning media.

Such strategies used to be strong in the context of teaching English to young learners.

5. Listen and Identify

   The teacher sounds vowels or consonants that have almost the same sound. Example: eating and that, pen and pan, pork and large, etc. This strategy is used so that students can identify two words with almost identical or similar pronunciations but different meanings. This is applied well, especially in educating elementary school students, because it can add to their previous knowledge. Because learning English is difficult for young learners, teachers must deliver material using more accessible strategies for students to understand. So, all these class activities will be fun and exciting for students.

6. Pairing

   This includes Q&A activities in pairs in interaction and communication with others. This is a strategy that is instructed students to form groups of two students. This strategy effectively builds students' self-confidence and develops their English skills, especially their speaking ability. By working in pairs, they will know what aspects need improvement.

7. Cooperative Learning

   Students are divided into several groups. Between groups, members can learn with others by doing exercises from the teacher. Moreover, the teacher should be active and pay more attention. This strategy helps students to discuss and share ideas. This is intended to make it easier for students to get into the teacher's work because they can chat and ask their friends in a group.

8. Outdoor Activities

Learning does not always have to be done in the classroom but can be done anywhere and anytime. Children are figures who have a short high level of concentration, so they get bored quickly with something they get. In this case, the teacher can encourage children to leave and learn openly outside the classroom. In this activity, all that is needed is clear direction from the teacher for the child. Children can be directed to form groups and then identify objects they encounter outside the classroom. Then students can write and search for the vocabulary they find in English. A teacher can give different and varied assignments for each group.

At this point, students may need a more precise idea or understanding of how vital the classes they are currently taking are. They may see class as an everyday activity to play without the burden or consideration of the importance of the English class they are currently learning. Even at this early age, teachers can encourage them to develop an interest in learning English that will last long after they finish their classes. Cameron (2001) asked for tips on understanding and teaching young learners better. These tips are explained as follows:

a. What Young Students Want

As a teacher at this level, creating a fun and engaging learning environment for your students is essential. You can incorporate songs and games into your lessons and keep your instruction casual and relaxed. This will help reduce any intimidation or stress students may feel in the

classroom. Be sure to give your students plenty of positive feedback and encouragement, and create a safe and supportive learning environment where everyone can thrive. Making learning enjoyable and interactive helps your students to become excited about learning and engaged in the material..

b. How Youth Behave

To help students at this level stay focused and engaged during your lessons, it is crucial to keep workouts short and fun. Use overacting and projection to help grab and maintain their attention. Teaching students how to behave in class, such as raising their hands to ask or answer questions and listening quietly when speaking, is also essential. This will help them to develop good habits that will serve them well as they move on to primary school.

In addition to teaching them English, preparing your students for the next level of education is vital. Teaching them basic expressions like "Please sit down" will help them understand and follow classroom instructions. You can help your students develop good behavior and a strong foundation for their academic careers by providing a positive and supportive learning environment.

c. What to Focus On

This lesson's primary focus should be communication and building a solid foundation for the next English course. To help students develop their speaking and listening skills, you can introduce them to different

sounds in English and teach them basic vocabulary, such as the alphabet, numbers, colors, and shapes. You can introduce new vocabulary gradually and in a way that relates to their everyday lives.

While reading and writing may not be a focus of this lesson, speaking and listening will help students become more comfortable and confident with English. By providing opportunities for them to practice these skills, you can help them to develop their language abilities and build a strong foundation for future learning.

d. More Tips

Many ways can help students to be successful in class. One important strategy is to track their progress and provide regular feedback on their learning. This can help students see what they have learned and how they are doing, giving them a sense of accomplishment. Please encourage students to try their best and create a learning environment where they feel comfortable making mistakes.

To make learning fun and engaging, create activities and exercises that are entertaining and interactive. Please encourage students to speak English, interact with each other, and provide regular opportunities to practice their language skills. Stick to a regular schedule to help students feel comfortable and avoid overwhelming them with too many changes.

Repetition is also necessary for language learning, so review and revisit materials regularly. Avoid introducing too many new vocabulary words at a time, as students may not remember them from one day to the

next. The more exposure students have to a particular material, the sooner they learn it. This is how native speakers learn a language by gradually expanding their vocabulary through listening and speaking with others.

Teaching young learners can be rewarding, as they are often eager and enthusiastic about learning. As their teacher, you play an essential role in helping them develop a love of learning and a strong foundation for their future studies. By creating lesson plans that appeal to their maturity level and focus on what will help them succeed, you can help them grow into lifelong learners.
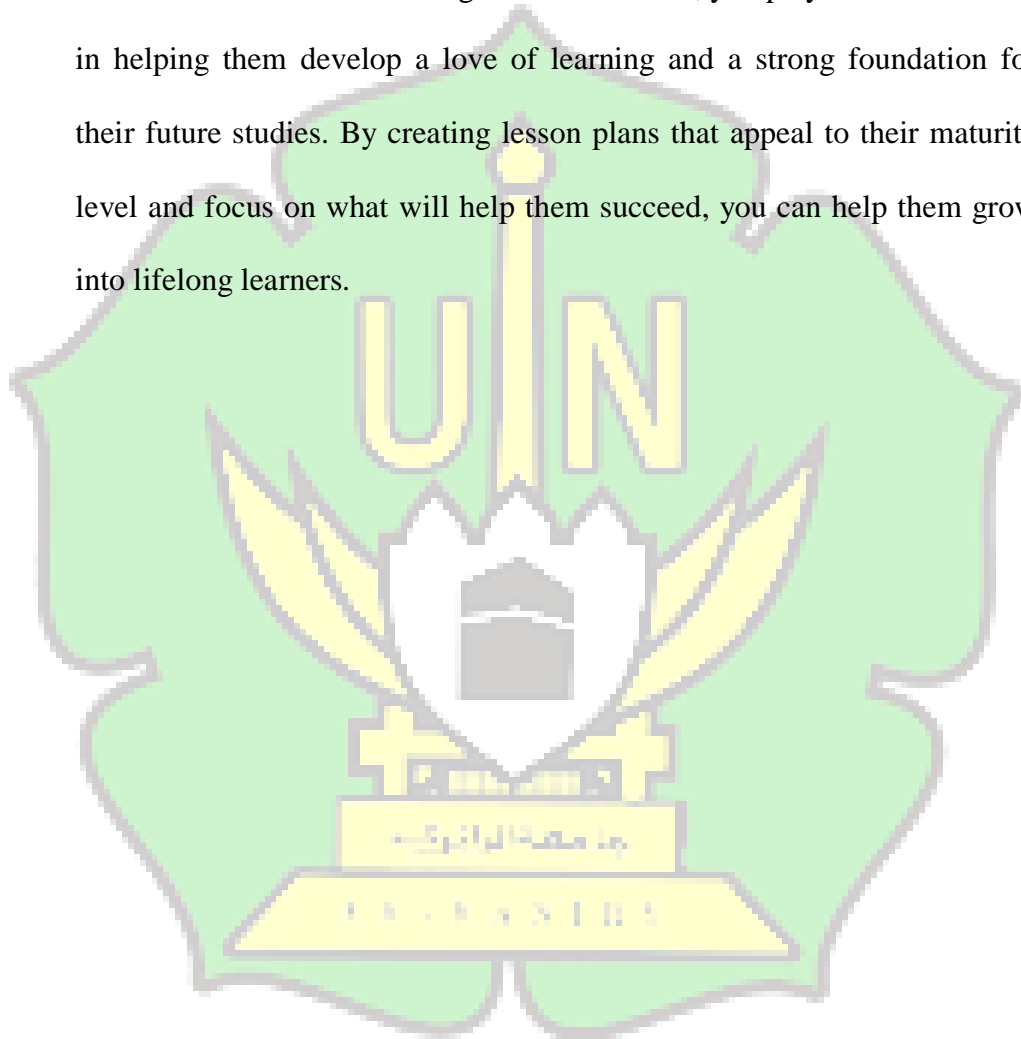
CHAPTER III
RESEARCH METHODOLOGY

This chapter discusses the research methods used in this study. This includes discussion of research design, data sources, techniques data collection, and data analysis.

A. Research Design

This study uses a qualitative research approach. According to Sugiyono (2019), qualitative research methods are based on the philosophy of postpositivism, which emphasizes the importance of understanding social phenomena from the participants' perspective rather than imposing external theories or frameworks on the data. In a qualitative study, the researcher is the key instrument, and data collection techniques are often carried out using triangulation, which involves combining multiple methods to validate the findings. Data analysis in qualitative research is typically inductive and emphasizes the interpretation of meanings and patterns rather than generalizations or statistical tests. The results of a qualitative study are often rich in detail and provide insights into the experiences, perspectives, and meanings of the participants being studied. Meaning is actual data, definite data which is a value behind visible data (Sugiyono, 2019). The characteristics of qualitative research according to Sugiyono (2019):

1) Conducted in natural conditions, directly to the data source and the researcher is the key instrument.

2) Qualitative research is more descriptive. The data collected is in the form of words or pictures, so it does not emphasize numbers.

3) Qualitative research emphasizes the process rather than the product or outcome.

4) Qualitative research conducts inductive data analysis.

5) Qualitative research emphasizes more on meaning.

Narrative inquiry is a type of qualitative research that involves collecting and analyzing stories or narratives to understand the meanings and experiences of individuals. In narrative inquiry, the focus is often on a single person or individual, and the researcher seeks to understand how that person gives meaning to their experiences through the stories they tell.

Narrative inquiry involves collecting data by collecting stories from the individual being studied and then analyzing those stories to identify themes and patterns. The researcher may also report on the individual's experiences in a narrative format and may discuss the meaning of the experiences for the individual. This approach can provide rich, detailed insights into the experiences and perspectives of the individual being studied and can help to uncover the underlying meanings and patterns in their stories.

Clandinin and Connelly (2006) describe narrative inquiry as a way of understanding individuals' lived experiences and how they give meaning to those experiences through the stories they tell. Using this approach, researchers can gain a deeper understanding of the individual's perspective and help shed light on the complexities and nuances of human experience.

The researcher often use case studies to investigate critical phenomena or issues in depth. Case studies are qualitative research that involves an in-depth investigation of a specific case or situation, often focusing on the interactions and contextual factors influencing the phenomenon being studied.

In the case of teaching and learning activities in English, a case study approach may be beneficial for examining the details of these activities and the factors that influence their effectiveness. Using qualitative research methods, the researcher can observe and document the teaching and learning activities in a detailed and comprehensive way and draw conclusions based on the specific context and interactions being studied.

In this study, the researcher used qualitative research method to investigate teaching and learning activities in English at MIN 11 Banda Aceh. This approach allows the researcher to focus on the specific context and interactions relevant to the study and draw conclusions based on the detailed observations and data collected. Using this approach, the researcher can provide a rich and detailed understanding of the teaching and learning activities being studied and can help inform future research and practice in this area.

B. Data Sources

The source of data is a critical aspect of research. Researcher need to identify appropriate sources of data in order to obtain information relevant to the research problem they are investigating. According to Arikunto (1998), the research data source is a person or entity from which data can be collected. In this study, the data was collected from an English teacher employed at MIN 11 Banda

Aceh. Although two English teachers were at the school, only one was willing to participate as the informant.

The informant has taught for four years and has a background in English language studies. Hightower et al. (2011) suggest that a qualified teacher is a lifelong learner in their field of study, teaches with commitment and reflection, and has good communication and diagnostic skills. They also suggest that teachers should deeply understand learning styles, cultural influences, child development, and various teaching techniques to meet their students' needs effectively.

C. Techniques of Data Collection

When conducting research, the researcher need to use a range of methods and instruments in order to make their work more efficient and effective. The data collection method refers to the techniques and tools researcher use to collect data. Denzin and Lincoln (2005) suggest that data collection instruments are tools that researcher select and use to make their data collection activities more systematic and efficient. These tools can help researcher collect data in a consistent and organized way, making it easier to analyze and interpret the results of their research.

In this study the researcher used several method. The methods of data collection are as follows:

1. Observation

   Observation is a research method that involves systematically and carefully examining phenomena as they occur. According to Lodico (2006), observation involves systematically collecting data to understand and interpret the actions, interactions, or meanings of events. This method is often used to gather information about teachers' strategies for teaching English.

   Observation involves collecting data through various techniques, such as participant observation, structured observation, and unstructured observation. These techniques allow researcher to gather detailed and accurate information about teachers' strategies in their classrooms and to analyze this information to understand the underlying principles and practices that guide teaching and learning in English. The steps in making observations are:

   a. Researcher prepare observation sheets,

   b. Researcher joined the class,

   c. Researcher observed when teachers were teaching at English Lessons,

   d. Researcher make field notes from observations during observations.

   In order to gather information about the subjects and objects being studied, the researcher conducted initial observations. These observations involved collecting descriptions of field conditions, asking subjects questions, and borrowing textbooks. The data collected through these observations were used to answer research questions and were recorded as field records. Observation data is considered secondary data, as it is collected and recorded by the researcher after the events being studied have occurred. This data can provide

insights into the phenomena being studied and help the researcher better understand and interpret the events' actions, interactions, or meanings.

2. Interview

According to Ary (2010), interviews are a commonly used method for collecting qualitative data. An interview is a conversation between an interviewer and a respondent in which the interviewer asks questions to gather information from the respondent. In this study, interviews were conducted in Indonesian to avoid misunderstandings and create a relaxed and informal atmosphere. The participants who were interviewed included English teachers and students.

The researcher interviewed the English teacher to learn more about the strategies they use in teaching English and to understand why they use these strategies. The researcher used a friendly and informal approach in interviews in order to create a comfortable and open atmosphere. This approach made the respondents feel at ease and provided candid and detailed responses to the researcher's questions. By conducting interviews, the researcher could gather rich and valuable information that helped them better understand the teaching and learning of English in their study setting. During the interview, the researcher prepared a list of questions as a guideline to find out the strategies applied by teachers in teaching English and how students respond to the strategy. When collecting data from interviews, the researcher use the following steps:

a. Researcher prepare some questions that will be asked by the selected teachers and students. Researcher are also preparing recorders to record their answers.

b. Researcher ask and speak kindly based on prepared questions.

c. Researcher recorded their answers. This method is done to obtain in-depth information about the teaching.

The researcher in this study was interested in exploring the strategies that English teachers use in their lessons and how students respond to these teaching strategies. In order to gather this information, the researcher conducted interviews Englis teacher. They selected four students from grades 4 as their study subjects.

The researcher conducted several interviews to obtain detailed and comprehensive data. Interview data were collected in transcriptions and recordings and were considered as primary data because the researcher collected them. By conducting interview with teacher, the researcher can collect rich and valuable information that helps to understand teaching and learning English in their study environment.

D. Data Analysis

Data analysis is the process of organizing and interpreting data in order to identify patterns and relationships. According to Ary (2006), data analysis is a systematic process that researchers use to compile and organize data to understand it better and present their findings to others.

Bogdan and Biklen (in Lexy, 2005) describe data analysis as a process that involves working with data, organizing it, breaking it down into manageable units, synthesizing it, searching for patterns, and identifying what is essential and what has been learned. Data analysis is a crucial step in the research process, as it allows researchers to make sense of the data they have collected and to draw meaningful conclusions from it. By carefully analyzing data, researchers can identify trends, patterns, and relationships that provide valuable insights into the studied phenomena.

In addition, the data were analyzed using the proposed analytical methodby (Miles & Huberman, 1994). The stages of the analysis method are datareduction, data presentation, conclusion or verification.

1. Data Reduction

Data reduction is an essential step in the research process, as it involves organizing and simplifying the data that has been collected in order to make it more manageable and easier to analyze. According to Miles and Huberman (1994), data reduction involves selecting, focusing, simplifying, abstracting, and transforming data to create written field notes or transcriptions.

In this study, data reduction was carried out by creating contact summaries, developing category coding, making reflection notes, and selecting relevant data. Data reduction was used to remove data that was not directly related to the research question or problem being studied. For example, data on the use of greetings in opening and closing lessons, or the teacher's voice in teaching, was reduced to focus on the main themes and ideas explored in the research. By

reducing the data, the researcher could more easily identify patterns and trends relevant to their study.

2. Data Display

Data display is presenting data clearly and concisely using words, sentences, narratives, tables, and graphs. This is an essential step in the research process, as it allows the researcher to make sense of the data they have collected and to draw meaningful conclusions from it.

In this study, the researcher used a narrative essay to display their collected data. This is a standard method of data display in qualitative research, as it allows the researcher to present their findings clearly and coherently, which is easy for others to understand. Using a narrative essay, the researcher could organize and compress their data in a way that allowed them to draw conclusions and take action based on their findings. The narrative essay allowed the researcher to present their data in a way that was clear, concise, and easy to understand and helped them to make their findings more accessible to others.

3. Verification and Conclusion

The researcher concluded from their data in the final stage of the research process. This involved extracting the critical findings from the data and presenting them clearly and concisely. The researcher made temporary conclusions, which were then verified against the records and data they had collected. This allowed them to refine their conclusions and make them more accurate and meaningful.

After analyzing the data, the researcher was able to draw more significant and clear conclusions. These conclusions were based on the data they had collected and were supported by evidence from their observations and interviews. By making careful and well-supported conclusions, the researcher was able to provide valuable insights and findings that can help improve the teaching of English in schools.

CHAPTER IV
FINDING AND DISCUSSION

This chapter discusse the finding based on the data collection. These findings answer research questions in chapter one : 1.) What strategies are used by English teacher in teaching English at MIN 11 Banda Aceh?, and 2.) Why do English teacher choose those strategies in teaching English at MIN 11 Banda Aceh?

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A. Findings

Findings are data found from the field. Discuss the results of the research. This shows some selected information obtained from teacher in teaching second grade at MIN 11 Banda Aceh. This includes the teacher' teaching strategies used in the classroom and the reasons teacher choose the teaching strategies used in teaching English.

Based on the results of teacher interviews and observations, the teacher have several strategies that are applied in teaching English at MIN 11 Banda Aceh and why English teacher choose these strategies in teaching at MIN 11 Banda Aceh. The teaching strategies and why the teacher choose the teaching strategies are as follows:

1. The Result of Observation

Based on the results of observations at MIN 11 Banda Aceh on October 19, 2022, the researcher found several points written on the observation sheet, namely as follows:

NO	Teaching Strategies	Description
1.	Listen and repeat	In class, the teacher says the words in English and the students then listen to them. After that the teacher spoke again, students were asked to repeat what the teacher said. By listening to the teacher's explanation students will understand.
2.	Listen and do	In this strategy, the teacher give several sentences in the form of instructions or orders to students. Then the teacher asks the students to listen carefully to the command line and they respond to carry out the teacher's command in sentences.
3.	Question and answer	In the classroom the teacher give an explanation of the material, after explaining the material the teacher asks questions and students answer them. After students answer students will be given a score.
4.	Subtitutions	In the classroom the teacher removes one part of the sentence and students are asked to replace it with other words that are similar to flashcards, posters, real objects. It's a bear Cat Ox
5.	Listen and identify	In class the teacher explain two things which is similar and then ask the students to identify them.
6.	In-pair	In the classroom, students work on assignments from the teacher using paired activities. so that students interact and communicate with other students. Students share ideas with their partners.
7.	Coperative learning	In the classroom the teacher makes small groups in the class and students work together to complete their group assignments. Here Students actively participate in their learning, ask questions, and challenge each other, share and discuss their ideas, and here the teacher helps students.
8.	Outdoor activity	The teacher invites children to study outside, students are directed to groups to identify objects they encounter outside the classroom. Then they write and they find the vocabulary in English.

2. The Result of Interview

From the results of interviews conducted by researcher with informants at MIN 11 Banda Aceh it is known that teacher use eight strategies in teaching English at MIN 11 Banda Aceh, namely: Listening and repeat, Listening and do, Question and Answer, Substitution, Listening and identify, Pairing, Cooperative learning, and Outdoor activities. This was revealed by Mrs x teacher who taught at MIN 11 school in Banda Aceh, what strategies were used after being interviewed:

a. Questions 1,2 and 3

"When i teach English i use this method so that the children listen to my instructions, they can repeat it again and can and can demonstrate it once in front of the class, say the words often so that the children get used to it. so that over time the child understands, oh that's what he said, for example stand up, the next day, oh, stand up straight away, the strategy i took was so that students understood learning English more quickly by giving material such as when i say a command sentence using English i tell them hold their eyes or nose spontaneously they will do what I tell them. The strategy I take is an active learning system, namely a system that prioritizes students to be more active than my teacher throws bait that will make students think and dare to express their opinions."

b. Question 4

"In this strategy, i usually use tools, for example, items in class, then i immediately give questions, they immediately answer according to

what i asked. I often use pictures as media to explain something, for example explaining instructions about body health, maintaining healthy teeth, brushing teeth, pictures of children brushing their teeth, combing hair or washing hands, and also using audio."

c. Question 5

"I also use the conversation that i made a couple by two. But the sentences are simple because they are taught to children."

d. Question 6

"It could also be like words that have almost the same pronunciation, like ate and eight. Usually they are confused to distinguish two words that have the same pronunciation but different meanings. So we will study the same."

e. Questions 7,8, and 9

"In addition, on certain days we also study outside the classroom. Usually when outside, we focus more on the objects around us. Like on the field maybe there we can find flagpoles, plants, grass, leaves, so it's easy. Alhamdulillah the children are not bored learning English because i often liven up the class atmosphere, by showing funny pictures of what material I conveyed earlier and it can also be interspersed with jokes and songs that are easy for children to memorize.

f. Questions 10

"Usually my children for several groups. Then I gave games such as connecting an English song that they already knew the song before."

This section deals with findings about the reasons why teachers use these strategies in teaching English. The teacher chooses a certain strategy because it is suitable to be applied to students at MIN 11 Banda Aceh. The teacher states that strategies can be used to stimulate students to pursue knowledge on their own abilities, to develop students' interest and motivation, to improve learning, to make them understand, to assess the achievement of instructional goals and objectives. This can be based on the conditions and abilities of students. The teacher's reasons for teaching strategies are summarize:

a. To stimulate students to pursue knowledge on their own ability

    The teacher has a reason, that the teaching strategy is effective to explore students' knowledge about their ability in English language skills. where when students get good and easy strategies to learn it will be faster and better for them to learn English. and it will make it easier for students to learn English because they are used to it.

b. To develop the student interest and motivation

    The teacher said that activities in teaching strategies have an influence in building students' motivation and interest in teaching English.Which has provided a good strategy when learning English which makes learning activities carried out effectively because there is a feeling of pleasure when students are taught this method.

c. To review previous lessons, in order to make them understanding

The teacher thinks that the teaching strategy is effective to check students' understanding with the previous lesson.

d. To assess achievement of instructional goals and objectives

The teacher said that by using this teaching strategy, the teacher could assess student achievement in classroom or outdoor activities.

B. Discussions

1. The Teaching Strategies in Teaching to Young Learners

Teaching English to young students is not an easy thing for teachers because teachers must have various strategies so that students do not get bored in learning, let alone learn English which they rarely use. Teaching strategies are the focus of researcher in this study. In this study, the teaching strategies used by teachers to develop students' English skills are:

First, teachers use listening and repeating strategies to help students understand and memorize vocabulary more quickly. This is achieved by having students imitate their teacher directly, which helps them build their speaking skills. This strategy is effective because it is fun and engaging for students, making it easier for them to understand the material. According to Suyanto (2007:8), the technique used in this strategy involves the teacher saying something and the students listening. Then, the teacher and students talk again and are asked to repeat what the teacher says. By listening to the teacher's explanation, students can understand the material more easily. This is particularly useful in speaking classes, as students can learn how to pronounce

vocabulary correctly. This strategy also gives students more opportunities to build their speaking skills by listening to and repeating what the teacher says in class.

In the second teaching strategy, Listen and Do, the teacher asks the students to pay close attention to the instructions and to act on them by following the teacher's commands. This strategy has been observed to be effective in building students' understanding and helps them to increase their vocabulary through listening. The teacher uses this strategy to provide students with a better understanding of commands and new vocabulary. According to Suyanto (2007:8), Listen and Do is a strategy in which the teacher gives students several sentences in the form of instructions or orders. Students are then asked to perform these commands spontaneously, demonstrating their understanding of the material. This strategy can teach young learners English, making learning more fun and engaging.

Third, questions and answers were commonly used in the classroom to assess students' understanding of the material. The teacher stated that this strategy effectively builds students' understanding and improves their speaking ability. According to Suyanto (2007:8), this technique is often used in daily classroom activities and can be applied to listening and speaking activities. The teacher would ask students questions orally, and the students would answer them directly. This strategy allowed the students to master the material taught more and helped improve their speaking ability.

Fourth, substitution is a teaching strategy to help students better understand the material. Suyanto (2007: 9) explains that substitution involves using different techniques such as listening, speaking, vocabulary, and grammar to convey information to students. Teachers can also use real-life examples and media to enhance the learning experience. According to the teacher, students are more likely to understand the material when it is presented using real-life examples and media. Children are naturally curious and tend to be more engaged when they see the concepts being taught.

In the fifth strategy, listen and identify, the teacher presents sounds of vowels or consonants that are similar in pronunciation. For example, "ate" and "eight" can be confusing for students, but they can learn to distinguish between the two words through this strategy. This strategy is beneficial for teaching elementary school students English as it helps them expand their vocabulary and improve their pronunciation skills. Suyanto (2007:9) also notes that this strategy effectively increases students' speaking ability and engages them in the learning process. By providing a fun and interactive way for students to learn, this strategy can make the learning experience more enjoyable for students.

Sixth, the teacher asks students to work in two groups in the pairs strategy. Then, the teacher gives them various tasks related to pair activities. According to Suyanto (2007:10), these tasks include questions and answers that are carried out in pairs, promoting interaction and communication with others. Therefore, this strategy allows students to improve their speaking

abilities, build confidence, and identify areas for improvement. It is an effective way to engage students in their English language learning.

Seventh, according to the teacher's interview, she said that cooperative learning was an effective strategy to allow students to explore their ideas and share them with their friends. Suyanto (2007:10) states, "In cooperative learning, the students are divided into groups. Members of the groups can learn from each other by working on exercises given by the teacher. The teacher must be active and give more attention." Therefore, this strategy helps students to have discussions and share their ideas. It is intended to make it easier for students to complete their tasks from the teacher because they can talk and ask their friends within a group.

Eighth, outdoor activities are an effective way to help students stay engaged and motivated while learning. By leaving the classroom and exploring the natural environment, students can experience new things and learn more interactively. According to Suyanto (2007:10), outdoor activities can involve various tasks, such as identifying objects in nature and finding the corresponding vocabulary in English. This strategy keeps students interested in the material and helps to improve their concentration and reduce boredom. Teachers can ensure that outdoor activities are both fun and educational by providing explicit instruction and guiding students in small groups.

2. Teacher Reason to use the Teaching Strategies

Based on the results of interview with teachers at MIN 11 Banda Aceh, he has several reasons for his English teaching strategy. Some of the reasons for the English teaching strategies proposed by teachers are:

The strategies stimulate students to pursue knowledge on their own ability. Related to the interview results with the teachers at MIN 11 Banda Aceh, the teacher had opinion that the strategies were effective to explore students' knowledge on their ability in English skill. She applied these kinds of strategies because it can pursue the students' knowledge on their own abiliy. According Cotton (2001:24) stated that "Every single students has their strong own ability whether in writing, reading, listeing, or speaking." On the other hand, the teacher argued that the strategies which she applied could dig out the the students' ability in English. These strategies can help students develop their English abilities and apply their skills in daily life. Additionally, the teachers mentioned that good teaching strategies could make it easier for students to understand the material and instructions presented in class. Overall, the interview provided valuable information on the reasons behind the English teaching strategies used by the teachers at MIN 11 Banda Aceh.

*The strategies assess achievement of instructional goals and objectives.*The teachers mentioned that the teaching strategy allows them to assess their students' achievements in-class and outdoor activities. According to Cotton (2001:35), students' achievement is measured by the amount of academic content learned in a given time. In the interview, the teacher mentioned that using these

strategies makes it easier for her to evaluate and score her students. She can also track their progress and ensure that they understand the material. Overall, implementing teaching strategies allows the teacher to better control and monitor her students' learning process.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of this study. The conclusion is to summarize the results of the discussion based on research problems. So, this summarizes the teaching strategies that teachers use in teaching English and the reasons teacher choose strategies to teach English to young students. While suggestions are recommendations from researchers based on research results to get better results in teaching and learning English.

A. Conclusions

From the result of the research that has been discussed in chapter IV, the researcher can conclude that : This research shows that in teaching English the teacher uses various teaching strategies they are :

1. The research showed that teachers use various teaching strategies such as listen and repeat, listen and do, question and answer, substitution, listen and identify, in-pair, cooperative learning, and outdoor activity.

2. The teacher choose strategies because the strategies are effective in helping students develop their English skills to stimulate students to pursue knowledge on their own ability, to develop the student interest and motivation, to review previous lessons, in order to make them understanding, to assess achievement of instructional goals and objectives.

B. Suggestions

Based on the conclusion above, the researcher would like to offer some suggestions which are presented for:

1. For the English teacher

   - The teacher should use more creative strategies to make the learning process effective and efficient.

   - The teacher has to control the learning process well in order to investigate the students' problem in learning English.

   - The teacher should provide various teaching media to teach English incertain materials.

2. For the future researcher

   - The researcher expects the next researcher to prepare the research needs; before and during conducting the research.

   - The reasearcher has to know the research subject-matter deeply especially in teaching English to young learners.
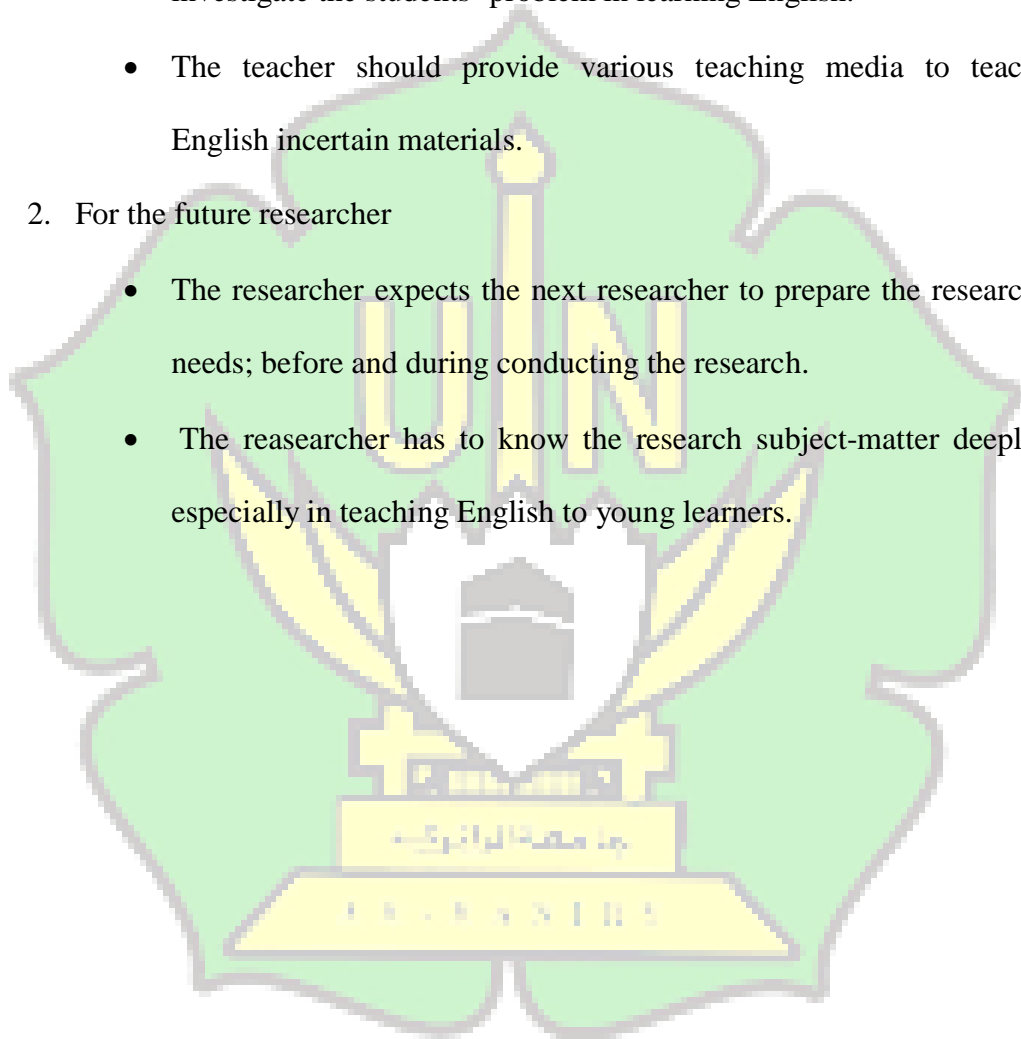
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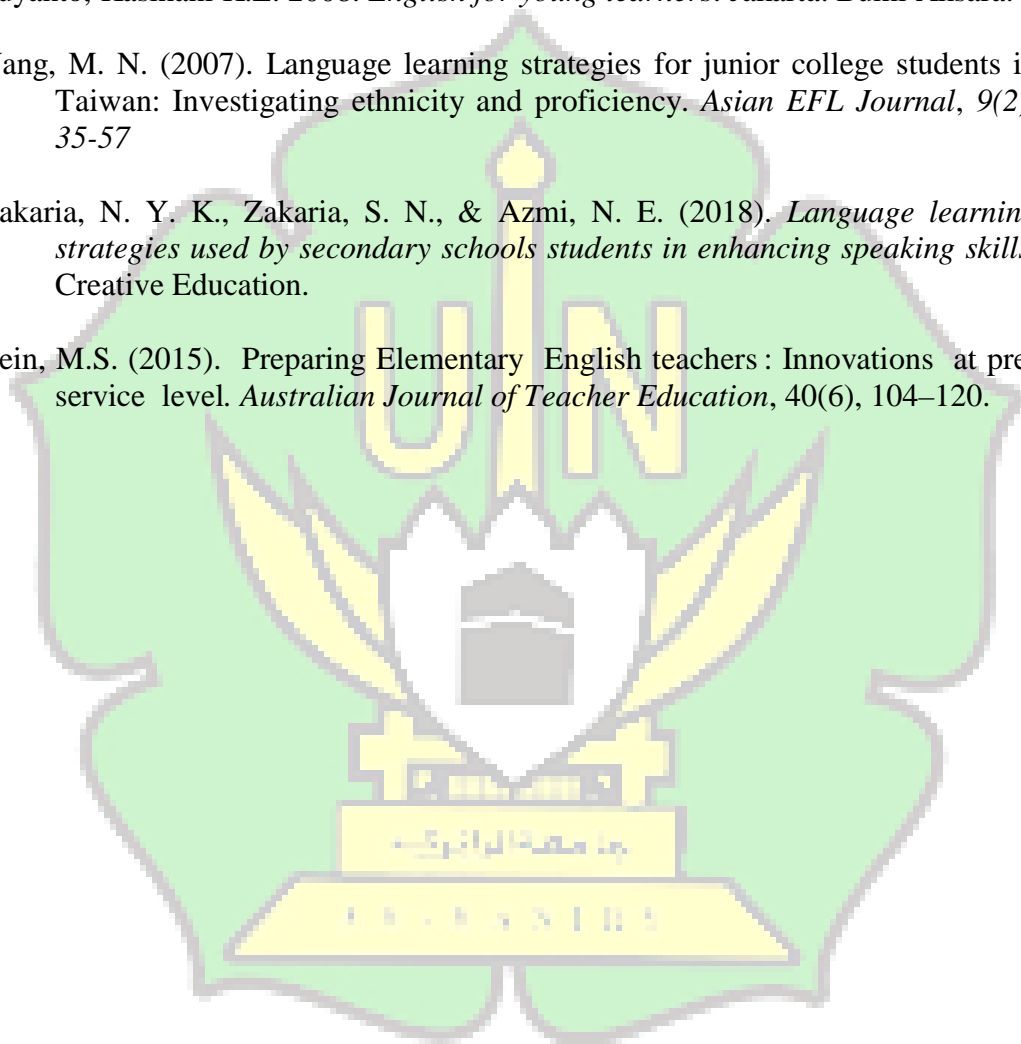
Appendices

Appendix A

APPOINTMENT LETTER OF SUPERVISOR

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 14071/Un.08/FTK/KP.07.6/10/2022

TENTANG

PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

| Menimbang | : | a. | bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-18621/Un.08/FTK/KP.07.6/2021** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh. |
| | | b. | bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi. |

Mengingat	:	1.	Undang Undang Nomor 20 tahun 2003,Tentang Sistem Pendidikan Nasional;
		2.	Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
		3.	Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
		4.	Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
		5.	Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
		6.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
		7.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
		8.	Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
		9.	Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
		10.	Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
		11.	Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

| Memperhatikan | : | Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 November 2021 |

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-18621/Un.08/FTK/KP.07.6/12/2021** tanggal **29 Desember 2021**
KEDUA	:	Menunjuk Saudara:

1. Dr. Nashriyah, M.A.   Sebagai Pembimbing Pertama
2. Azizah, M.Pd   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Ruwaida**
NIM	:	**170203025**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**A Study of English Language Teaching Strategies of Teacher at MIN 11 Banda Aceh**

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 21 Oktober 2022
Dekan;

Safrul Muluk

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;

Appendix B

RESEARCH LETTER

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-13793/Un.08/FTK.1/TL.00/10/2022
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala MIN 11 Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **RUWAIDA / 170203025**
Semester/Jurusan : XI / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Rukoh Kec. Syiah Kuala Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *A Study of English Language Teaching Strategies of teacher at MIN 11 Banda Aceh*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 17 Oktober 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 17 November 2022

Habiburrahim, M.Com., M.S., Ph.D.

Appendix C

RESEARCH INSTRUMENT (Interview)

Nama :

Sekolah **: MIN 11 Banda Aceh**

NO	Pertanyaan	Jawaban Informan
1	Metode apa yang digunakan oleh guru ketika mengajar di kelas untuk meningkatkan kemampuan Bahasa Inggris siswa?	
2	Strategi apa yang digunakan oleh guru agar siswa memahami pembelajaran Bahasa Inggris?	
3	Strategi apayang membuat pengajaran lebih efektif untuk menggali pengetahuan siswa tentang kemampuan mereka dalam keterampilan Bahasa Inggris?	
4	Media pembelajaran apa yang digunakan guru dalam pembelajaran Bahasa Inggris?	
5	Metode apa yang digunakan guru agar mudah berinteraksi saat mengajarkan pembelajaran Bahasa Inggris?	
6	Strategi apa yang digunakan guru agar siswa dapat mengucapkan pengucapan Bahasa Inggris?	
7	Apakah pembelajaran bahasa inggris hanya dilakukan kelas saja?	
8	Apakah siswa memiliki kebosanan saat belajar pembelajaran Bahasa Inggris?	
9	Strategi apa yang digunakan guru agar siswa tidak bosan ketika belajar Bahasa Inggris?	
10	Strategi apa yang digunakan guru agar siswa dapat bekerja sama dalam pembelajaran Bahasa Inggris?	
11	Mengapa guru memilih strategi tersebut untuk siswanya?	

Appendix D

RESEARCH INSTRUMENT (Observation)

NO	Pedoman	Aspek	Tujuan
1.	Menjelaskan Profil kelas	Membuat profil kelas	Melihat kelas/usia dan tingkat kemahiran kelas
			Jumlah siswa dikelas (Siswa perempuan dan laki-laki)
			Isi dan tujuan dan diamati
2.	Menjelaskan lingkungan fisik	Sebelum pelajaran dimulai, amati bagaimana ruang kelas diatur	Apakah guru memiliki ruang kelasnya sendiri? Atau apakah dia berbagi ruangan dengan guru lain?
			Bagaimana penataan kursi, meja, dan perabotan lainnya?
			Apa yang kamu lihat di dinding?
			Bahan dan benda apa lagi yang ada di dalam ruangan?
3.	Mengamati segala bentuk strategi serta metode yang digunakan saat proses pembelajaran Bahasa Inggris	Dikelas	Melihat semua proses pembelajaran yang diajarkan oleh guru Bahasa Inggris dikelas.
			Bagaimana guru memulai pelajaran
			Apakah siswa memiliki kesempatan untuk mendengarkan? berbicara? Baca? menulis?
			Seberapa sering siswa berpartisipasi? Dengan cara apa mereka berpartisipasi? Apakah semua siswa terlibat aktif di dalam kelas?

4.		Proses kegiatan belajar mengajar Bahasa Inggris	Mengamati metode yang digunakan guru saat proses pembelajaran.
5.		Suasana saat proses pembelajaran Bahasa Inggris	Melihat suasana saat proses guru mengajarkan pembelajaran Bahasa Inggris.
6.		Metode pembelajaran	Melihat secara lansung apakah metode yang digunakan oleh Inggris diterima baik guru saat proses pembelajaran Bahasa oleh siswa.
7.		Sarana belajar	Melihat secara langsung media yang digunakan oleh guru saat mengajarkan Bahasa Inggris.
8.		Proses interaksi guru dan siswa	Mengamati siswa apakah siswa dapat merespon saat guru bertanya.
9.			Bagaimana guru menilai kemajuan siswa? Bagaimana guru menilai pencapaian tujuan
10.			Bagaimana guru mengakhiri pelajaran?
11.			Apakah guru memberikan pekerjaan rumah atau memberikan kegiatan tindak lanjut lainnya?

Appendix E

AUTOBIOGRAPHY

Name   : Ruwaida

Student Number   : 170203025

Place/Date of Birth   : Rimba Langgeh, 22 October 1999

Gender   : Female

Religon   : Islam

Status   : Single

Occupation   : Student

Nationally   : Indonesia

Address   :Desa Rimba Langgeh, Kec. Arongan Lambalek, Kab. Aceh Barat, Prov. Aceh

Email   : ruwaida62@gmail.com

Educational Background

2005-2011   : SD Rimba Langgeh

2011-2014   : SMPN 1 Arongan Lambalek

2014-2017   : SMAN 1 Arongan Lambalek

2017-2022   : UIN Ar-Raniry Banda Aceh

Parent's Background

Name of Father   : Baharuddin

Name of Mother   : Hasnita

Father's Occupation : PNS

Mother's Occupation : House Wife

Address   : Desa Rimba Langgeh, Kec. Arongan Lambalek, Kab. Aceh Barat, Prov. Aceh