

**IDENTIFYING ENGLISH TEACHERS' TEACHING  
STRATEGIES AT JUNIOR HIGH SCHOOL 16 BANDA ACEH**

**THESIS**

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# THESIS

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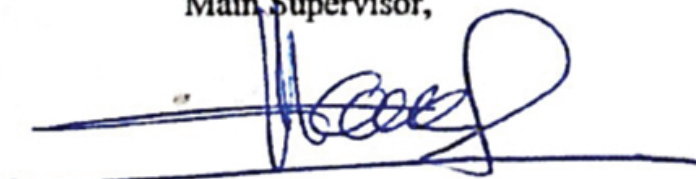
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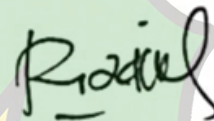
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Menyatakan bahwa sesungguhnya skripsi yang berjudul **Identifying English Teachers' Strategies at Junior High School 16, Banda Aceh**, adalah benar-benar karya asli saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, sepenuhnya menjadi tanggung jawab saya.

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Saya yang menyatakan,



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## AKCNOWLEDGEMENT

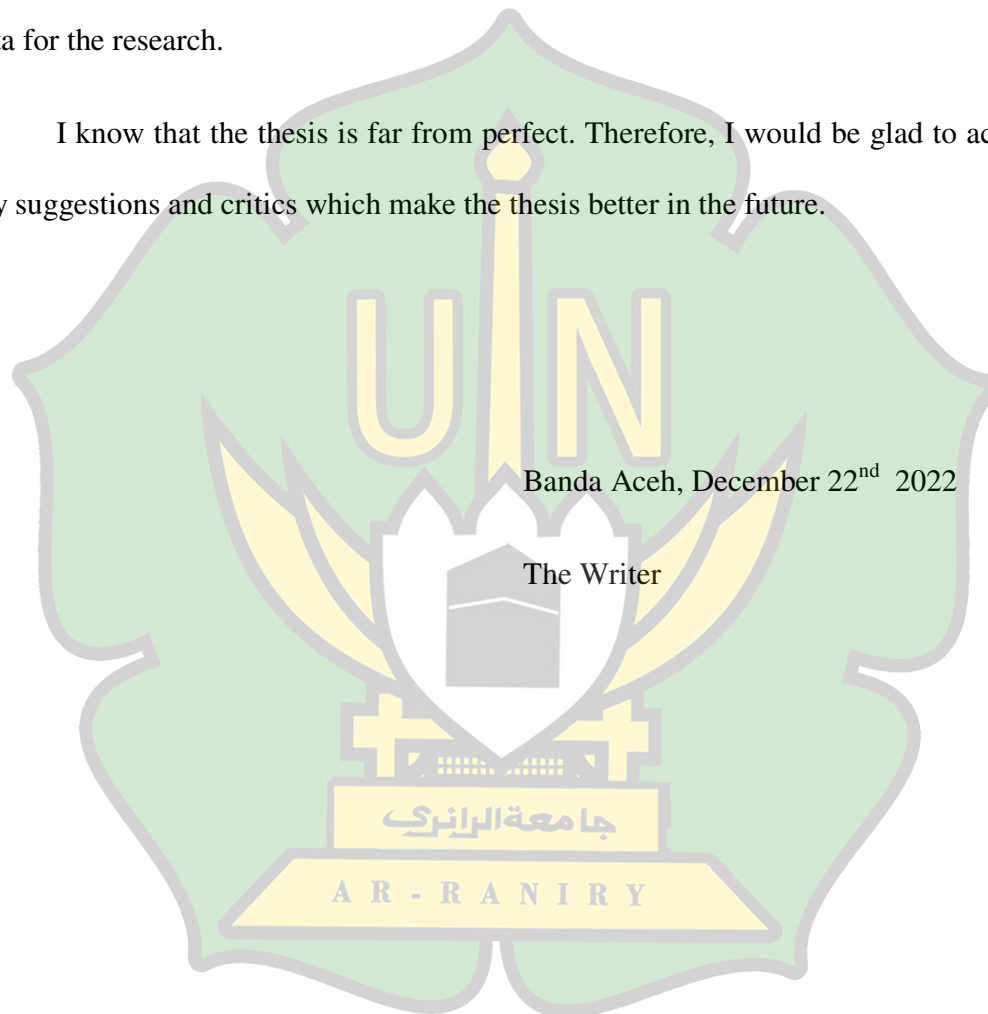
All praises to Allah, who has given me time and chances to complete this thesis entitled “Identifying English Teachers’ Teaching Strategies at Junior High School 16 Banda Aceh”. Also, shalawat and salam to our prophet Muhammad SAW. Who has brought people from the Jahiliyah era to the Islamic era, from the darkness to the lightness.

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I know that the thesis is far from perfect. Therefore, I would be glad to accept any suggestions and critics which make the thesis better in the future.



Banda Aceh, December 22<sup>nd</sup> 2022

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## ABSTRACT

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Title : Identifying English Teachers' Teaching Strategies at Junior High School 16, Banda Aceh  
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This study focused on the teacher's problem in teaching English and their strategy implemented at Junior high school. The research aims to find out teachers' problems in teaching English and the strategies used by English teachers in teaching English. This research was a descriptive qualitative method conducted in Junior High School 16 Banda Aceh. The writer collected data through observation by preparing an observation sheet and interviewing the English teacher to get more information. The population of this research was three English teachers of Junior High School, and the writer used purposive sampling in class VII-B, class VIII-C, class IX-D. Qualitative data analysis was used in this research which adopted the qualitative data analysis techniques of Mile and Huberman (2010), which includes three steps; data reduction, display data and conclusion. The result of the research showed that the teachers faced many problems in teaching English, such as student lack of interest and motivation in learning the English language, difficulty in managing the class, and students' dependence on the teachers. Although the teachers have their way of teaching English to solve the problem and faced the challenge. In reality the teaching and learning process would be more active and fun.

جامعة الرانيري

A R - R A N I R Y

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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

A language is a tool of communication which everyone in their daily life uses. According to Brown (2000), language is a system of arbitrary conventionalized, vocal, written or gesture symbols that enable members of given community to communicate intelligibly with one another. There are many ways to express feelings, opinions, ideas, and desires, and there are many kinds of language as a tool of communication, one of them being English. Today, English is a global language and is very important and helpful for working and studying. Mappiase and Ahmad (2014), stated that English has become the world's most spoken language today. Also, as stated by Lauder (2008), English is being used for following technological and scientific improvements and for better job opportunities. But for some nations, English becomes the first, second, and foreign language. Therefore, acquiring language would differ and depend on their language. As a baby they acquire language through listening daily, and mothers try to help them acquire language until they can say mama and speak fluently. Then we know that it is called the mother tongue or first language.

Unlike the neighboring countries such as Malaysia, Singapore, and Honkong, English has become the second language daily. While in Indonesia, English is more likely to be taught as a foreign language in the classroom. It is meant students are not ready to access language as a communication tool outside the school; it needs more attention and facilitation for students. Then, teaching English as foreign language teachers need many strategies and methods. In this case, teachers faced many problems in teaching and learning problem exactly.

As language teachers, teaching English as a foreign language has challenging; teachers should provide many options and various strategies for teaching English. According to Burn and Richard (1990), the language knowledge of teachers and teaching skills and also other complex skills is essential things in teaching English as a foreign language. By knowing the teaching strategy, teachers may know how to treat and teach students both in class and outdoors successfully.

In this study, the writer would interview three teachers and observation class. The writer focused on the teacher's problems in teaching English and teacher's strategies implemented at Junior high school, Peuniti, Banda Aceh. It founds that the teachers use many strategies to overcome the problems. Then, the classroom becomes more exciting and fun.

## **B. Research Questions**

There are three research questions of this research that showed in this research, and it is necessary to apply the following research questions:

1. What are the teachers' problems in teaching English at the Junior High School 16 Banda Aceh?
2. What are the teachers' strategies in teaching English at the Junior High School 16 Banda Aceh?

## **C. Research Aims**

Based on the formulation of the problem above, the aims of this research are:

1. To find out the teachers' problems in teaching English at Junior High School 16 Banda Aceh.
2. To find out the English teachers' strategies in teaching English at Junior High School 16 Banda Aceh.

## **D. Significances of the Study**

As a result of this study, it is expected to provide the significance of the following:

### 1. For teachers

This research can be a reference for English teachers and enrich the teachers' knowledge and strategy in teaching English, especially in the context of student Junior High School. Finally, in teaching English, the teachers do not emphasize teaching theory but also emphasize in practicing English.

### 2. For Researchers

This study becomes additional information and knowledge of experience in education for researchers, and it can be used as a reference for future researchers who want to find out about teaching English strategies

### 3. For educators

Everyone who participates in education should better understand how language is taught to help and support children or adolescents in learning language, especially English.

## **E. Terminology**

### 1. Teaching English

Teaching English as a foreign language in Indonesia sometimes becomes challenging. It must be concerned with teaching techniques, instructional media, vocabulary assessment, and facilities provided. Some studies showed that Indonesian students did not even know the essential

English words, which are high frequency. As a result, they may struggle to use the language in communication. Therefore, English teachers need to focus on helping students develop their English. In addition, teaching English would be more exciting and fun by using a suitable method for students.

## 2. Teaching Problem

The professional teacher, the problem is nutrition in their teaching activity exactly. It refers to how they face problems in the teaching process and how to overcome them. Every teacher has their teaching problem. Especially English teachers, as they usually face student lack of concentration, students feel unconfident, lack of media, students difficult pronouncing the word, lack of time, environment support, etc. Otherwise, as professional teachers, they can make many activities or exciting ways to overcome their problems in teaching learning.

## 3. Teaching Strategy

Teaching strategy plays an important role in classroom instruction; without a strategy, teachers would be aimlessly projecting information that doesn't connect with learners or engage them. As stated by Anantha Anilkumar "teaching strategies are methods and techniques that teachers will use to support their students through the learning process; a teacher will choose the teaching strategy most suitable to the topic being studied, the level of

expertise of the learner, and the stage in their learning journey.” Maria Kampen (2021) said that “a willingness to bring new teaching strategies into your lesson plan is one of the best qualities a teacher can have. In Effective teaching and learning, Naga Subramani (2016) argues that an effective teacher: “constantly renews himself/herself as a professional on his/her quest to provide students with the highest quality of education possible. This teacher has no fear of learning new teaching strategies or incorporating new technologies into lessons.





## CHAPTER II

### LITERATURE REVIEW

This chapter highlights two main points, the teacher's problem in teaching English and teachers' strategy use in teaching English.

#### **A. The English Teachers' Problems Faced in Teaching English**

According to Aisyah Mumary Songbatumis (2017), the challenges in teaching English were varied in that they are related to the students, the teachers, and the facilities. These challenges are students' lack of vocabulary mastery, students' low concentration, lack of parents' support, lack of discipline, boredom, pronunciation problem and confidence issues.

##### **1. Students' Lack of Vocabulary Mastery**

One of the difficulties of teaching English in the classroom is that students don't know all of their vocabulary. There may be a lack of vocabulary mastery among students, which prevents them from participating fully in class. In addition, students' lack of vocabulary mastery posed the greatest obstacle to achieving teaching and learning objectives. Hasan (2016), another expert on the subject, stated that mastering vocabulary is one of the most difficult tasks students face.. Marumaya (1996), also noted that the reason why students lack vocabulary mastery is that students in their daily life activities do not use English.

## **2. Students' Lack of Parents Support**

The absence of parental support can contribute to a lack of motivation among students. For instance, one student forgot to bring any books to school, while the other students deliberately left their books on the desk in the classroom. If the parents of the students were in charge of supervising and controlling their children's homeschooling, it is believed that such incidents would not have occurred. In the meantime, a comparison was made between the parents of students who lived in the city and those who lived in the country, and it was found that the parents of students who lived in the city were more motivated. They let their kids ace English. As a result, they either enroll their children in English classes or take private lessons. On the other hand, a rural parent only anticipates that their children will acquire knowledge at the school.

## **3. Students' Low Concentration**

Students' low concentration in the classroom cause challenges in comprehending knowledge transferred by the teacher. The teaching goal could not be achieved precisely because some students did not concentrate in the classroom. Khaljo (2013), he said that students do not focus on learning English, otherwise, they will do their best and find good scores.

#### **4. Students' lack of discipline**

The student's class's classification was connected to the problem with discipline. Class A, the class of intelligent students, does not face many issues, but the other classes (classes B, C, D, and E) do.. Copland, Garton and Burns (2014) said that discipline problems were related to the age and sex of students, differentiation, parental attitudes, inexperience, not sharing the learners' first language, and keeping the students motivated.

#### **5. Students' Boredom**

Some students sometimes get bored when teachers teach specific topics of the subject because some of the students have already studied in their primary school and private course. Ajibola (2010) and Khaljo (2013) stated that there are some students from higher academic than others. Thus, when they listen to repetitive low-level content, it is unattractive and boring.

#### **6. Pronunciation Problem**

Most of the students perform errors in pronouncing words. Mukattash (1983) indicates that most inaccuracies did regarding pronunciation, morphology, syntax, and spelling. Khan (2011) strengthened that specific problems connected to pronunciation, stress and intonation become problems for students.

## 7. Confident Issue

Many students are timid in performing their English skills. It usually happens when they perform in front of the class. Copland, Garton and Burns (2014) indicated that many children are timid in front of their classmates, particularly in speaking a foreign language. Making mistakes is another reason why they are shy, especially in pronouncing or spelling correct words. Fatiloro (2015) said that the presence of competitive students in the classroom make other students have awful attitude.

The other expert, Muhammad Adil, also discussed a number of issues that teachers face when teaching English, including a distracting classroom environment, insufficient teaching resources, a large number of students, an incorrect syllabus, insufficient time for lectures, students taking over lessons, disrupting the class, using other languages in the classroom, relying on a teacher, students who are bored and do not want to learn English, and difficulty managing the class. The specifics are provided below.

### 1. Students Disturbed the Class

Sometimes students disturb the environment of the classroom. It happens because they get bored, try to do other activities during teaching and learning, speak with other students or come late to class. The disturbance is the biggest problem for most entire teachers, which is they distract the teachers

and affect the teaching and learning process. A suitable and comfortable environment is a basic need for teaching the English language. If the environment is not suitable and comfortable for the teachers, it brings down the teaching and learning processes.

## **2. Limited Teaching Resources**

Students are not given the resources they need to effectively learn English. In teaching and learning, this is the issue that most teachers face. Without the resources of speakers, microphones, projectors, computer systems, and other digital devices, teaching would be difficult. Making use of a variety of resources will help students learn English and make the entire teaching and learning process engaging and efficient.

## **3. A large Number of Students in the Classroom**

Teachers' experiences have a lot of disruption and stress when they have a lot of students in the classroom because teaching a lot of students requires more effort and hard work. The noise issues brought on by the large number of students include teachers' difficulty managing the class, their inability to engage crowded students in the learning process, and a lack of learning resources for all students.

#### **4. Wrong Syllabus to be Tough**

The syllabus is a type of content that teachers follow to teach students, the syllabus plays a very important role in teaching the English language as well as other subjects. It also assists teachers in preparing the essential aspects of the class and organizing the entire class to teach students step by step. This issue affects nearly all English language teachers, and the students were given the wrong syllabus. As a result, it will have a negative impact on the students, making it difficult for them to learn and speak English effectively.

#### **5. Limited Time for Teaching**

The most challenging task for teachers in teaching is less time, which is an important thing in learning the English language. It takes time for the teachers to discover their students and teach them at their level. The time of class is very little for the teachers to teach the English language, then it is probably not possible for the teachers to complete the topics of their class in less time; this is not enough.

#### **6. Students Hijack Lesson**

The majority of students have no interest in learning English. The process of learning English is defeated when they take over the lesson and engage in other activities. Students cannot advance in the course if they are absent, so teachers should count them.

## **7. Using Other Languages in the Classroom**

Sometimes students are frustrated in trying to speak the language and think of words and sentences to speak that they did not know. This problem is the most common and big problem faced by the English teacher in teaching the English language to students in which English is not their native language.

## **8. Student Depends on the Teachers**

Generally, students always ask the teachers to help them learn and give them the correct answer. They did not try to make words and correct sentences or speak themselves. In this case, the students did not learn the technical terms and conditions of using different kinds of tense and English language words in speaking.

## **9. Students Bored and Not Interested in Learning the English Language**

Another problem teacher faces is students not being interested and getting bored with learning English. Thus, they try to disturb the teacher by talking to the other students, doing other activities or not attending class.

## **10. Difficult in Managing the Class**

Every student in the classroom belongs to different backgrounds, whether they belong to a rural area or a city area. Where there is no scope for learning the English language. Some of the students cannot understand the

English language, and some have the capability to understand the English subject.

According to Bhumika Bijani (2022), she also found some problems that teachers face in the classroom.

### **1. Lack of Parent Involvement**

Parents often think that as soon as their children start to attend school, their duty as educator finished. They could not be more wrong because educator starts at home. When parents step away from their children's education thinking that teachers can handle it all, the quality of learning goes down. Teachers should find ways to build rapport with the parents of their students. They can send weekly classroom updates, daily conduct report or schedule conferences with parents to discuss and review their children's progress throughout the year.

### **2. Overscheduling**

The modern education system requires teachers to do much more than just cover the syllabus and grade tests. They need to constantly innovate on teaching methods and prepare for various club activities and presentation to ensure that each students in the class is learning and engaged. And their planning is often disrupted by school-wide activities that keep taking place throughout the year. To avoid the burnout it can cause, teachers should remain



flexible about rearranging plans. They should also keep some backups ready for when other school happenings might mess with their schedule.

### **3. Promoting Harmony**

Whether it's a class of toddlers or young adults, a few students in every class are aggressive and destructive. They annoy other students by starting unnecessary arguments, and it is easy for the teachers to lose patience during such situation. However, teachers should maintain their cool while speaking to these students. This is an opportunity to help students understand each other, and teachers can do that by allowing them to share their misunderstandings and resentments openly.

### **4. Low Student Participation**

Usually, there are fewer quiet students than talkative and hyperactive students in a class. This can be a tough thing to deal with for teachers who like to keep their classroom time interactive and high-energy. Such behavior usually stems from low self-esteem or shyness because the students think they are not good enough. One way to build confidence is to help them find something they are interested in and build upon it. Teachers should not be too hard on the students when correcting them academically.

## **5. Excuses**

All teachers have had to deal with students who always have one excuse or another for their reckless behavior in the class. Teachers often become more and more strict with such students, which usually fails as a strategy. Instead, teachers can offer some flexibility in the form of grace periods for absences and assignments, but only after checking if the students is telling the truth. Teachers should also communicate penalties and let the students know that with some flexibility comes great responsibility.

## **6. Modern Teaching Methods**

The teaching and learning approaches have changed quite a bit in past few years. School have embraced technology, and many tasks that were once carried out on paper are now performed digitally. This has pushed teachers to get accustomed to new ways of planning lessons, scoring assignments, and delivering knowledge. Teachers understand that all this has been for the betterment of the students. But it can get overwhelming for teachers who have been doing the old way for several years. To help teachers become more efficient at digital tools, the school must hold training and workshops. Meanwhile, teachers should take it easy when learning a new digital tool to improve their teaching methods.

## **7. Balancing Diverse Needs**

Every student learns at a different pace. Every batch has some slow learners and some quick learners, but everyone must finish the syllabus simultaneously. This can pose a problem for teachers because resonating with a diverse classroom is difficult when the lessons are rigidly planned for each hour of the school day. To ensure seamless learning for all students, teachers can plan coursework to stimulate their senses. For instance, they can play videos, have students act out a scene, give them time to create illustrations about the concepts, etc. This might require a little more preparation on the part of teachers, but the effort will be worth it.

### **B. Strategy of Teaching English**

In the education context, David (2009) stated that strategy is a plan, method, or activity designed to achieve a particular educational goal. There are some experts mentioned teachers' strategies used in teaching English below.

Michelle Bouslog (2022) stated that effective teaching strategies are the methods, procedures or various processes that an educator uses during classroom instruction. She also showed many classroom teaching strategies used in today's classroom.

## **1. Differentiated Instruction**

Every student that comes into the classroom is unique. They enter with different background experiences, different beliefs and different interests. It should then come as no surprise that students have different ways of learning new material. That is why differentiation provides personal learning strategies for every student. It allowed students to learn content in the way their brain learns best. This strategy can mean providing students with activities that best suit their learning style. For example, some students may work on a word hunt while others are writing a summary, and still others may choose to draw a picture to show what they learned.

## **2. Project-Based Learning**

Project-based Learning is a teaching method in which students learn by actively engaging in real world, meaningful and personal projects. With this teaching strategy, students receive knowledge and skills over an extended period. The project can last a few days or even span over the class of several weeks or an entire semester. Throughout project-based learning, students work on complex projects or try to find answers to real-world problems. At the end of the project, they demonstrate their understanding to their classmates. This strategy helps students acquire knowledge and skill as they investigate authentic, engaging, complex and challenging projects.

### **3. Cooperative Learning**

Cooperative learning is another teaching strategy that some students can profit from truly participating with. It contains structuring your class work in a small group format where each group as an entirety succeeds instead of just individual students. Some students appreciate these patterns as it helps balance strengths and support weaknesses.

### **4. Experiential Learning**

Experiential learning is a modern theory that was developed by David A. Kolb (1970). This process cycles through an experience, a reflection, and a review of the experience. The students engage in an experience, have time to reflect on it, then engage in reflective thinking. This thinking is designed to provide time to draw conclusions and conceptualize the meaning of the experience, and finally, they act on the students' findings as they try out their learning.

### **5. Students Led Classroom**

A student-led classroom is just like it sounds; students take ownership of their learning and become leaders in their classes. Teachers structure their classroom so that students establish rules, creating consequences, and developing their classroom community. Student-led classroom help students feel empowered and allow teachers to see what students fully know and

understand. This strategy helps better develop student's communication skills as they learn to lead and speak in front of their classmates. Student-led classrooms are another excellent teaching strategy to put into place for any grade level regardless of being elementary, middle or high school.

## **6. Inquiry-Based Learning**

Inquiry-based learning is a unique teaching strategy that can pair well with many students learning style preferences. It is a strategy where students follow methods and practices similar to scientists, exploring what their interests as they ask questions and evolving their learning as they go. Unlike the traditional classroom style of teachers presenting facts and knowledge about a subject, students take the reins as they unravel information and draw conclusions.

In relation to Ira Hulikavi (2022), she said that switching between teaching strategies to suit the needs of the learners is a great way to ensure that the learners are meaningfully engaged and actively participating in the classroom. She also demonstrated six effective teaching strategies to give the students a fulfilling learning experience.

### **1. Visualization**

Visualization strategy can drastically help students focus on the concept or subject matter at hand. It brings concepts to life and encourages

students to make connections to the real world. Some of the implementing activities include using audio-visual aids like photos, videos, audio clips, songs, diagram, charts, mind maps, etc. Modeling as you teach for the visual learners who might need to see a visual representation to understand as opposed to hearing the concept being explained.

## **2. Cooperative Learning**

Cooperative learning is an instructional strategy in which a small group of students collaboratively work on a given task. The task can be as simple as solving a quiz or as complex as writing a story. In such activities, students of different learning abilities come together and help maximize each other's potential. It nurtures shouldering the responsibility to contribute to successfully finishing the task. It also encourages students to support one another and pitch in wherever required to achieve the end goal.

## **3. Differentiated Instruction**

Differentiated instruction is a teaching strategy considering that students from a single classroom may be at different starting points in their learning process. Differentiated instruction need not just mean additional content to suit individual needs. It can mean combining other content, products, teaching aids, methods or even a diverse learning environment to help learners succeed. For example, in an ELA lesson, a teacher might divide

the students into two groups based on their decoding and comprehension capacities. Each group might receive a text that is suited to the group's ability to grapple with it. While one group may read and discuss their text independently, the teacher might choose to work with the second group to help them read. The two groups may receive differentiated assessment tools, such as worksheets of varying complexity. This strategy helps address diversity in learning experiences and cater to all students equally engagingly

#### **4. Using Technology to Teacher Advantages**

Technology in the classroom is a great way to keep students actively engaged, especially since education has changed drastically in the recent past with the rise of remote learning. Introduction online interactive games encourage student participation, ensuring a fulfilling learning experience. Education games serve as a platform for children to learn through play.

#### **5. Student-Centered Inquiry**

Student-centered inquiry strategy focuses on the student's role in learning. In an inquiry-based classroom, one would see students exploring the material or concept, making sense of it, sharing thoughts and ideas, and asking questions rather than the teacher explaining the concept. This strategy is a great way to generate curiosity among young learners and engage inactively. Through such an approach, children develop skills of researching, co-relating,



and reflecting on information through independent exploration and engagement with the content.

## **6. Professional Development**

Investing some time in professional development courses is a great way to keep up with new research and methods relevant to the classroom. Every teacher is unique, and so is their classroom. Combining teaching, strategies and changing the mix every once in a while, the classroom is sure to become an enriching environment for teachers and students.

According to Heather (2018), she also found many effective teaching strategies for classroom.

### **1. Visualization**

The academic with visual and practical learning experiences is helping the students to understand how their schooling applies in the real world. For example, using the interactive whiteboard to display photos, audio clips, and video, as well as encouraging your students to get out of their seats with classroom experiments and local field trips.

### **2. Cooperative Learning**

Encourage students of mixed abilities to work together by promoting small group or whole class activities. Through verbally expressing their ideas and responding to others your students will develop their self-confidence, as

well as enhance their communication and critical thinking skill which are vital throughout life. Solving puzzle, conducting scientific experiments and acting out short drama sketches are just a few examples of how cooperative learning can be incorporated into classroom lessons.

### **3. Inquiry-Based Instruction**

Pose thought-provoking questions which inspire your students to think for themselves and become more independent learners. Encouraging students to ask question and investigate their own ideas helps improve their problem-solving skills as well as gain a deeper understanding of academic concepts. Both of which are important life skills.

### **4. Differentiation Applied to Teaching Strategies**

Differentiate the teaching strategies by allocating tasks based on students' abilities. It is ensure no one gets left behind. Assigning classroom activities according to students' unique learning needs means individuals with higher academic capabilities are stretched and those who are struggling get the appropriate support.

### **5. Technology in the Classroom for Teaching Strategies**

Using technology in the teaching strategies is a great way to actively engage students. Interactive whiteboard or mobile devices can be used to display images and videos, which helps students visualize new academic

concept. Learning can become more interactive when technology is used as students can physically engage during lessons as well as instantly research their ideas, which develops autonomy. Mobile devices, such as iPads or tablets can be used in the classroom for students to record results, take photos/videos, or simply as a behavior management technique.

## **6. Professional Development for Teaching Strategies**

Engaging in regular professional development programmes is a great way to enhance teaching strategy and learning in the classroom. With educational policies constantly changing it is extremely useful to attend events where you can gain inspiration from other teacher and academics. It is also a great excuse to get out of the classroom and work alongside other teachers. Session can include learning about new educational technologies, online safety training, and much more.

## **7. Behavior Management**

Implementing an effective behavior management strategy is crucial to gain the students' respect and ensure students have an equal chance of reaching their full potential. Noisy, disruptive classroom do not encourage a productive learning environment, therefore developing an atmosphere of mutual respect through a combination for both teachers and students. For example, interactive

reward charts for students, where individuals move up or down based on behavior with the top students receiving a prize at the end of the week.

### **C. Previous Studies**

Some studies have been conducted on teachers' strategies in teaching English to junior high school. In comparison in this study, the writer examines some of the previous studies to avoid similarities. Some of the references research are:

The research was conducted by (Utomo, Kusakabe, Sultoni, & Setyowati, 2020). The title is "Challenges Faced by English Teacher in Teaching: Case Study of Junior High School in Banjarnegara Regency". This study was carried out to investigate the challenges faced by an English teacher in the teaching as well as what the solution or recommendation they made. The result of the study are divided into four parts. The first challenges were from the teachers; less of teaching material, teaching design, classroom management, ICT skill, many teaching administration, job loaded, and memory decrease. The second was from the students; lack of vocabulary, loss of motivation and juvenile delinquencies. The third was from school: limited facilities. The fourt was from the parents, which they from the village have low education and future vision so it influenced their children education.

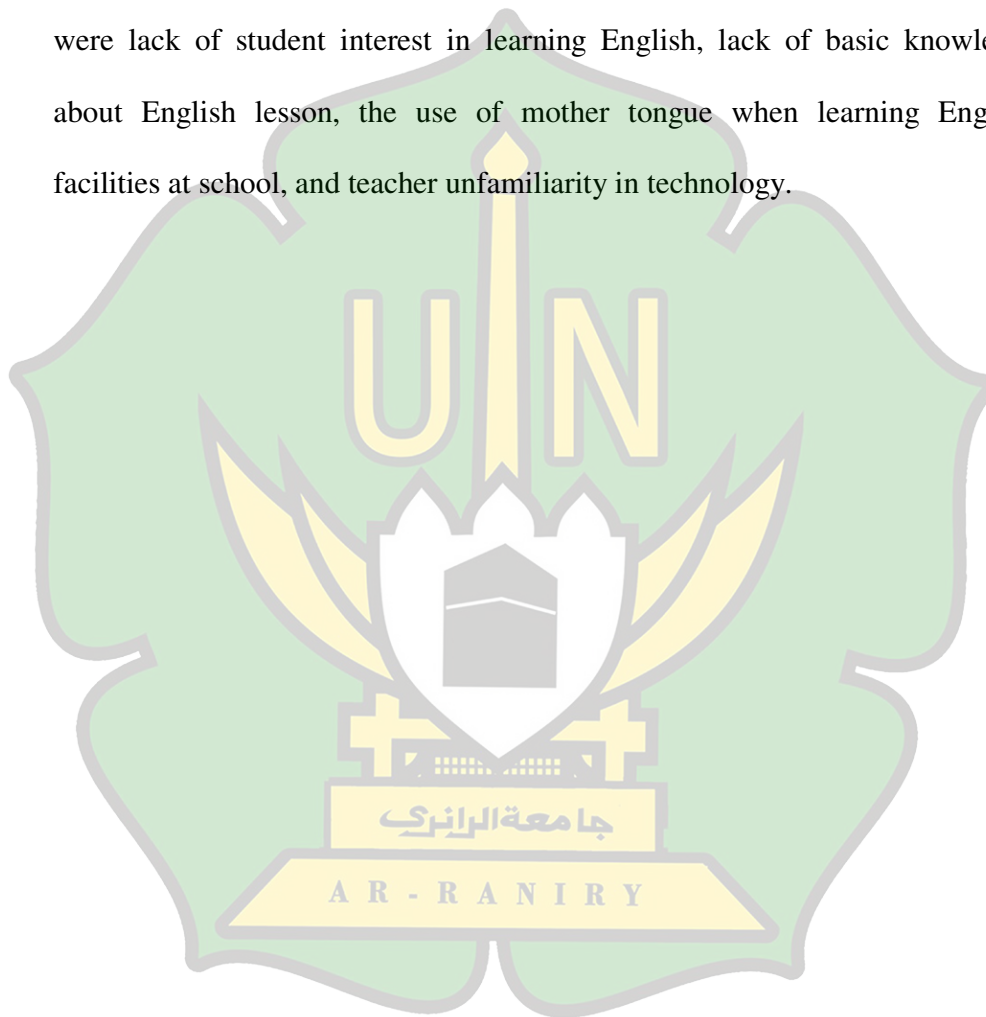
(Sari, Rachmawati Syarif, & Muflihun, 2022) was conducted the research under the title “Teacher’s Techniques in Teaching English at Junior High School” this study was carried out to the determine the teachers techniques in teaching English at SMP 1 Barangka. The finding revealed that the techniques applied the teachers seventh grade are question and answer techniques, repetition drill techniques, memorization techniques, small group discussion techniques, and transformation drill techniques. These techniques aims to improve students’ English pronunciation, improve memory power or students’ English vocabulary, familiarize students using English, improve students understanding of teaching material, and train students’ to think about solving a problem.

(Kurniliawati, 2016). In her research with the title is “Classroom techniques used in teaching English based on curriculum 2013: a naturalistic study at state Junior high school of Sawit 1 Boyolali”. This study was carried out to describe classroom techniques used in teaching English. The study’s finding shows that there are some classroom techniques that English teachers apply in the classroom, which are drilling, grouping, individual task, listening to music, pictures describing, presentation, question and answer, questioning, reading aloud, repetition, role play, and translation. Those various techniques can improve students' abilities and interest them in English teaching and learning.

Other research was conducted by (Ningrum, 2020). The title is “Investigating teachers’ challenges in teaching English at the junior high school level in Tanjung Jabung Barat.” In this study, the writer found several teachers’ challenges related to students’ lack of motivation, lack of discipline, low ability, difficulty concentrating, lack of vocabulary, lack of parental support, and providing facilities. Then, the teacher uses many strategies to overcome the challenges in the classroom, such as, giving memorizing, group discussion, students’ enthusiasm and improving resources and facilities.

(Wulandari, 2019). She was conducted the research under the title “Teachers’ Challenges and Strategies in Teaching English in Rural Junior High School in Lamandau”. The results showed that there were seven challenges face by the English teachers in teaching English. Those challenges were the 2013 curriculum, students’ competence, students’ motivation, teaching media, teacher development, inadequate number of teachers and parents’ supports. Otherwise, to overcome these challenges, there were four strategies used by the teachers. They were applying various teaching method and techniques, matching students’ level and learning situation, collaboration between school and parents, and promoting students’ motivation. Through this research, it is expected the result from this finding can help the English teachers to discover the teaching strategies suitable for the challenges they have.

Another research was conducted by (Husna, 2021). The results showed several challenges for teachers in teaching English at seventh grade students of Junior High School 18 Jambi. The challenges come from dealing with students, facilities of school and from the teacher themselves. The challenges were lack of student interest in learning English, lack of basic knowledge about English lesson, the use of mother tongue when learning English, facilities at school, and teacher unfamiliarity in technology.



## CHAPTER III

### RESEARCH METHODOLOGY

Before the conducted the study, the writer had to refer to and apply the appropriate method to find accurate data. Here the writer provides a clear description of the research design, population and participants, data collection technique, and data analysis.

#### A. Research Design

In this research, the writer uses the descriptive qualitative method. Moleong (2010) stated that descriptive qualitative research is a study that describes the phenomenon of the subject of research, behavior, perception, motivation, action, etc, and describes the result in the form of words and sentences. Then, it is suitable for this type of research in conducting this research. According to Creswell (2014), the qualitative method is divided into five groups: ethnography, narrative, phenomenology, grounded theory, and case study. In this research, the writer uses case studies that involves a deep understanding.

#### B. Population and Sample

##### 1. Population

Creswell (2008) mentions that “a population is a group of individuals with the same characteristics.” Then, the population in this research was the



English teachers as respondents of the interview and the students as sample of research who are registered in the 2021-2022 academic year.

## 2. Sample

This research uses a purposive sampling technique. According to Crossman (2020), “a purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study.” Here, the writer has three English teachers and students in class VII-C which consists of 24 students, class VIII-2 which consists of 22 students and class IX-4 which consists of 26 students.

### **C. Technique of Data Collection**

According to Checkland and Holwell (1998), Data means a representation of facts, concepts or instructions in a formalized manner suitable for communication, interpretation, or processing by humans or by automatic means”. The data collection for this research will be collected through interviews<sup>1</sup> and classroom observation.

#### 1. Interview

The interview will be conducted with the teachers as informant to support the data gained from the observation. According to Malik and Hamied (2014), the interview is a purposeful interaction that allows the writer to obtain important data that cannot be collected through observation. There are five

types of interviews: structured, semi-structured, unstructured, informal, and focus group (Warren & Kanner, 2005). Then, in this research, the writer conducted an unstructured interview with English teachers.

## 2. Observation

The observation was chosen to investigate teachers' strategies in teaching English. According to Ary et al. (2010), observation is a basic method for obtaining data in qualitative research, and the purpose is to understand complex interactions in a natural setting. And also, the writer provides the observation sheet, which will get specific information and feedback on aspects of the class.

### **D. Methods of Data Analysis**

The data was analyzed based on the result of the interview. According to Mile and Huberman (2010), exploring qualitative data need three activities, as follows:

#### 1. Reduction of the data

The reduction of the information is interrupted as the process of choice, interest focused, simplification, abstraction, and data transformation of the text from written notes in the field. The reduction of the data occurs during the interview. In the data reduction, the writer did some activities. First, the writer recorded and noted of the interview with the informant and transcription the

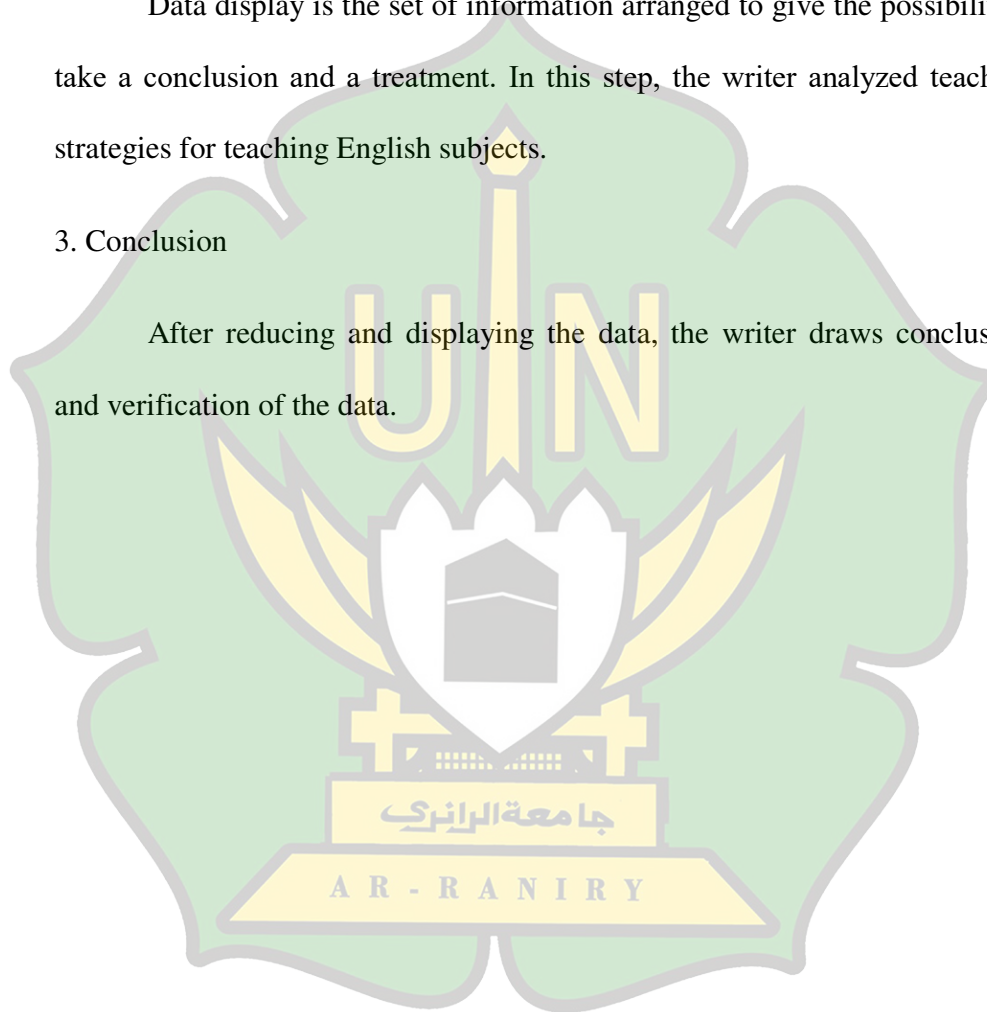
interview result. Second, the coding of transcriptions for each item related to the teachers' strategies in teaching English subjects.

## 2. Data Display

Data display is the set of information arranged to give the possibility to take a conclusion and a treatment. In this step, the writer analyzed teachers' strategies for teaching English subjects.

## 3. Conclusion

After reducing and displaying the data, the writer draws conclusions and verification of the data.



## CHAPTER IV

### FINDING AND DISCUSSION

Based on the research questions in this chapter, the writer describes the teachers' problems faced in teaching and learning and also the teachers accommodate the kind of strategies used in English teaching.

#### A. FINDING

The writer has done the research procedure by using interviews and observation. Below are the detailed answer of the research questions.

##### 1. Result of the interview

Based on the result of interviews with three English teachers in a different classes, the teachers were teaching in grades VII-3, VIII-2 and IX-4. The interview was carried out to find out teachers' problems in teaching English as a foreign language, such as:

##### a. Lack of Students' Motivation and Interesting

Students' motivation in learning is very helpful for students in learning effectively, while here teacher face that students lack motivation to learn the English language. Based on the interview, the teachers have informed that the students lack motivation.

The first participant (T1) said that *“every student has their favorite subject, while English is not all of student enjoy this subject. It difficult for them, but who like this subject will enjoy and enthusiastic.”*

Another participant (T2) also said *“Not all of student interest in learning English, just part of them like and serious in learn is English subject, sometimes I focus on the students who learn seriously to help them. While other students, I try to talk and give them advice or motivation”*.

And the last participant (T3) said *“I have been teaching for a long time, and I saw just part of students interested in English subject. We need to give them a lot of advice and motivation about the important of learning English which will help them in the future”*.

Based on the explanation above, it can be concluded that English is not a favorite subject for many students. Thus, they do not have interest or willing to learn English

#### **b. Difficult in managing the class**

Sometimes the students get bored and try other activities during teaching and learning.

The participant (T1) said *“in this class, they are attractive, making noise and disturbing their friends. It is more challenging to manage the class”*.

Then, another participant (T2) said *“As a children they are active and sometimes make noise, and disturb other students. Then I try to find many ways to make class quiet and keep learning”*. She added *“especially if the lesson was the last hour, students mostly playing, sleepy and so on”*.

And the last participant (T3) said *“in this class, they are attractive, making noise and disturbing friends”*.

The participants' comments above, indicated that the teacher felt it difficult to manage class because of students making noise, disturbing other and speaking loudly. Here, teachers have to have strong energy for managing the class. Thus, the teaching and learning keep going.

### **c. Students Depend on the Teachers**

This school has many students' level economies, such as medium level and low level. Thus, in this case, not all students have their dictionary as we know, that dictionary is one of facility that helps them in the learning process. In reality, just a few of the students have dictionaries. From three participants, all of them stated that just some students have their dictionary, although teachers have asked every meeting to bring dictionary.

Based on the interview, the first participant (T1) said *“They use a dictionary in the class as supporting learning, but the not all of them have a dictionary because of students' economy factor. We also provide*

*dictionaries in the library but the amount of dictionary not enough for all students”.*

The second participant (T2) said, *“Almost every meeting I asked them to bring a dictionary but I saw every meeting just a few of students have brought the dictionary.*

The third participant (T3) said the same statement *“we use the dictionary in the learning process, but unfortunately, not all students have a dictionary, so for whom bring a dictionary they share each other”*

The participants’ comments above, indicated that at this school, they use a dictionary to support learning, but in this case not all students have a dictionary. Thus, sometimes teachers have to translate the meaning of words.

Tabel I: The participants face the problems

NO	PROBLEMS	PARTICIPANTS
1.	Students lack of motivation and interested in English	I II III
2.	Difficult in managing the class	I II III
3.	Students depend on teacher	I II III

## **2. Result of Observation**

Based on the result of observation, the writer found some strategies teachers use in teaching English.

### **a. Grouping Strategy**

Based on the observation, the writer found that the first participant (T1) and the third participant (T3) used grouping learning. It is shown that each group consist of many students and they work as a team. Thus, it helps them in solving the problem because they work together. Using this strategy made students do assignments quickly.

### **b. Showing Video Strategy**

Appropriate to observation, the writer found that the first participant (T1) and the third participant (T3) were showing video during the teaching and learning process; the video was about procedure text and family. Students paid attention to the video, and they got the assignment after watching the video. It showed that this strategy made the class more excited, and students were enthusiastic in engaging the classroom.

### **c. Using Technology**

Nowadays, Technology has become one of strategy that teachers used in the classroom. Based on the observation, the writer found that two participants, T1 and T2 used technology such as laptop, projector and loud



speaker. It made the English subject more exciting and understandable so that students could quickly get the point and understand the visual images, video and sound.

Tabel II: The participants use the strategies

NO	STRATEGIES	PARTICIPANTS
1.	Grouping strategy	I III
2.	Showing Video	II III
3.	Using technology	I II

## B. DISCUSSION

In this research, the writer has two research questions. The first research question will answer by interview about teachers' problems in teaching English. There are students who lack motivation and interest in learning English, teachers who struggle to manage class, and environment support.

Teaching English as a foreign language, teachers have to give students an understanding of the importance of learning the English language, delivery interest material, give them a turn to ask and say their point of view about English subject and use media as support in teaching and learning.

Sometimes, they do not know the importance of learning English, so they learn un-seriously.

First, student lack motivation and interest in learning English was happening for many students. But, there are some students that they enjoy and interested in learning English. As directed by Muhammad Adil (2022) explained that students bored and not interested in learning the English language is a problem that teachers face in the classroom. They try to disturb the teacher by talking to their friends, doing other activities or being absent from the class. For the solving problem, teacher have to give them understanding, give them advice and motivation, deliver the various material and also provide many activities to help them

Second, when teacher struggle to manage class during teaching and learning, they have strong energy and get ready to face it. As stated by Muhammad Adil (2022) described that in English learning academies, it can be found that mostly the students belong to different backgrounds. Every child have their character, they are doing something else during learning maybe they are bored, sleepy, disturb other friends, making noise or talking each other. Here, teachers have to get ready and have the power to face it by calm and elegant.

And third, Students depend on the teacher. Another apparent problem that teachers face is the students depend entirely on the teachers, they every

time look to the teachers for helping and giving them the correct answer (Muhammad Adil, 2022).

The second research question will answer by using observation. The result of observation shows that teacher use some strategies in teaching English. There are grouping, showing video, and using technology.

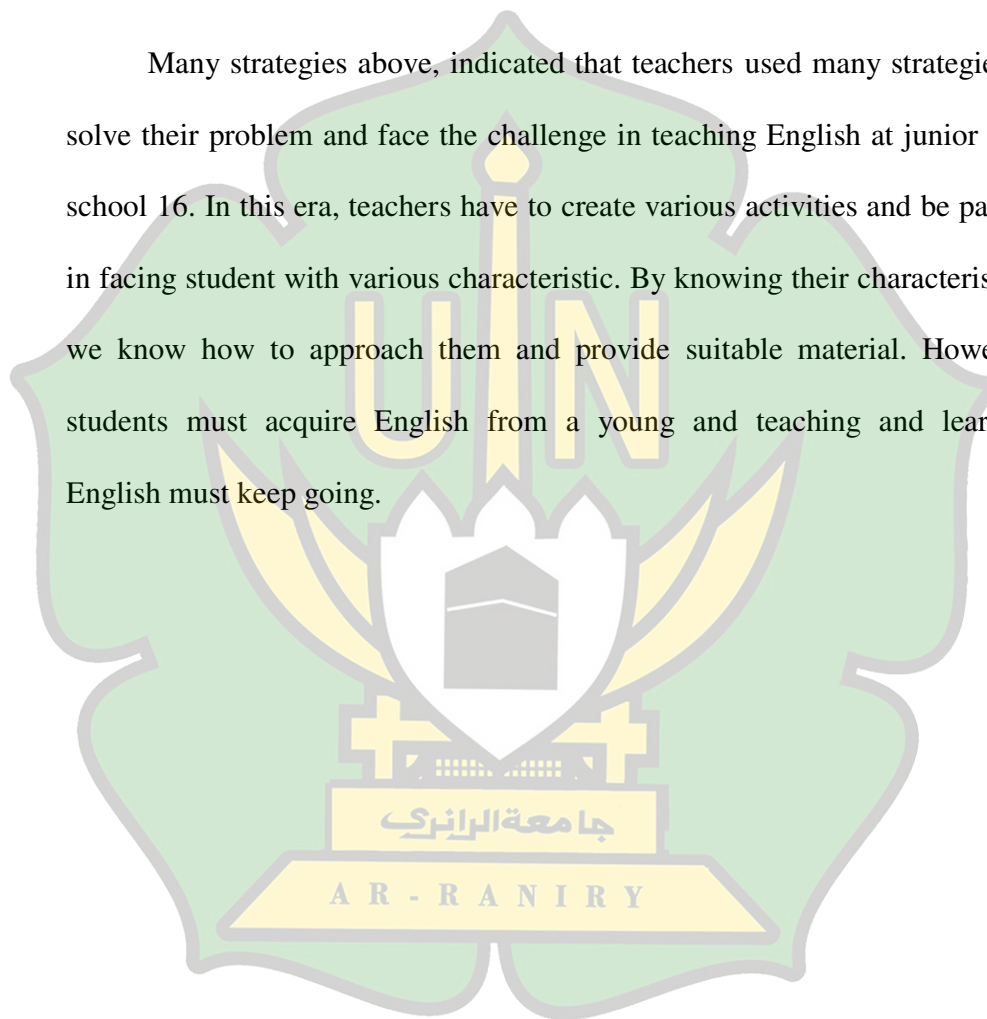
First, using grouping strategy helped the teacher manage class and students were engaged the class well. In keeping with Ira Hulikavi (2022), cooperative learning is an instructional strategy in which a small group of students collaboratively work on a given task. In line with Michele Bouslog (2022) showed that cooperative learning is another teaching strategy which is many students can benefit from truly engaging with. Students appreciate this format as it helps balance and support weaknesses.

The second, showing video strategy, in accordance with Ira Hulikavi (2022) stated that Visualization is a simple strategy, the ability to create mental images based on the words students hear and the text that students read. This strategy was shown that students pay attention and enthusiastic during the learning process.

The last, using technology. In this modern era the use of technology is very helpful and exciting during teaching and learning. The technology specially made for educational purposes can better teach and learn the

English language. As directed by Ira Hulikavi (2022), the use of technology in the classroom is a great way to keep students actively engaged, especially since education has changed drastically in the recent past with the rise of remote learning.

Many strategies above, indicated that teachers used many strategies to solve their problem and face the challenge in teaching English at junior high school 16. In this era, teachers have to create various activities and be patient in facing student with various characteristic. By knowing their characteristics, we know how to approach them and provide suitable material. However, students must acquire English from a young and teaching and learning English must keep going.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of two part. The first part presents some conclusions based on the data analyses and finding in the previous chapter. The second part presents some suggestions based on the findings and conclusion of this research.

#### A. Conclusion

Based on the explanation above, the writer drew the conclusion that English teachers at Junior High School 16 Banda Aceh, faced many problem in teaching English, such as; students' lack of motivation and interest in learning the English language, difficulty in managing the class and students' dependence on the teachers. Teachers also used various strategies to overcome teaching problems and improve the student's abilities such as; grouping strategy, showing videos, and using technology. Various strategies can make students interested in English teaching and learning proses, and it does not become monotonous. The use of strategies was helps teachers in the teaching and learning process, which is not just about passing the subject.

## **B. Suggestions**

Based on the study results and the conclusions above, the writer would like to contribute some suggestion as follows.

### **1. For Teacher**

Teacher should be able to identify their students' problems and students' points of you in English subject. Knowing students' problems and students' points of English subject thus it will help teacher to face their students in teaching English and know the strategy suitable for them. Indeed, teachers should be creative in designing the learning process and include selecting the appropriate strategy.

### **2. For Researcher**

The next researcher who wants to conduct this tittle can also be more specific to analyze or investigate other problem and strategy. Also should know a lot information from the participant.

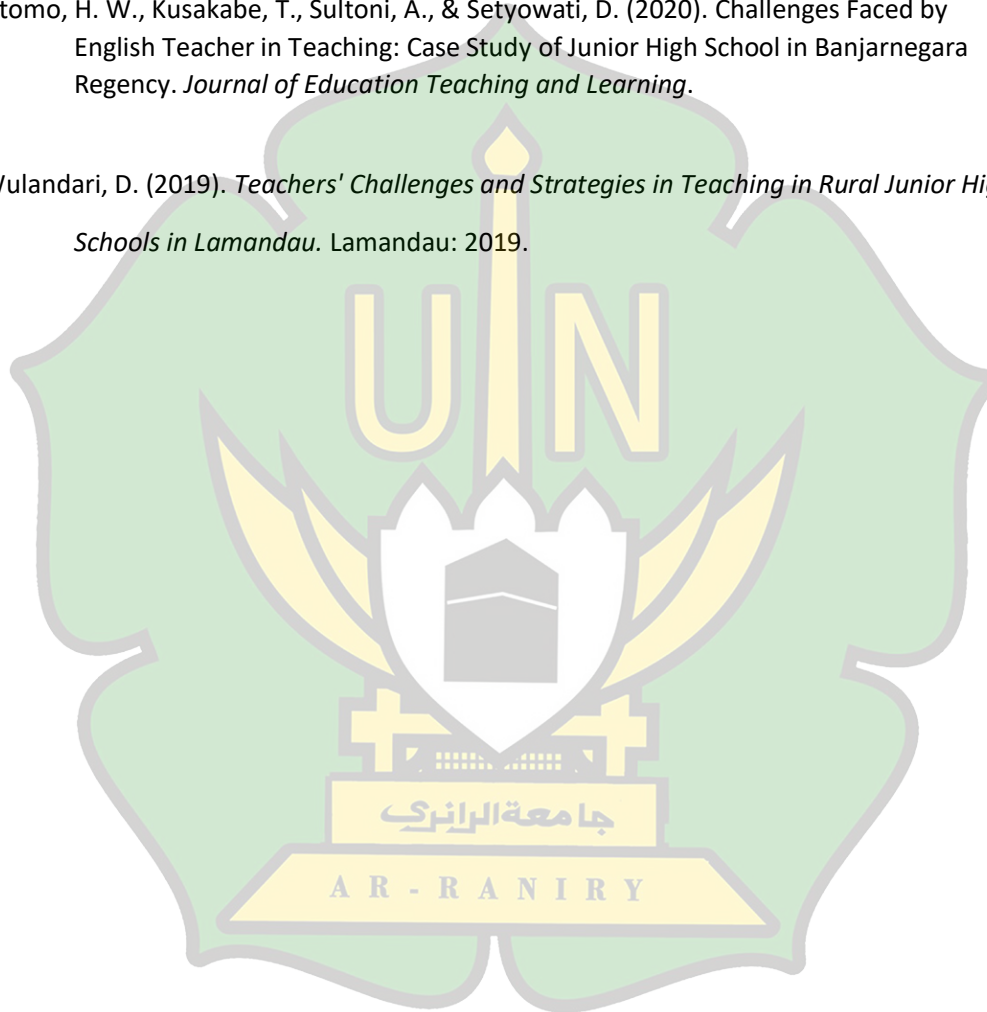
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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY  
Nomor : B-2108/Un.08/FTK/KP.07.6/06/2022

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

DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY

- Meringkas : 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-2239/Un.08/FTK/KP.07.6/2/2022 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
- Meringkas : 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 Pemboyanan 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: 76/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 04 Januari 2022
- Menetapkan  
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-2239/Un.08/FTK/KP.07.6/2/2022 tanggal 14 Februari 2022
- KEDUA : Memujuk Saudara:  
1. Dr. Muhammad Ar., M.Ed. Sebagai Pembimbing Pertama  
2. Azizah, M. Pd. Sebagai Pembimbing Kedua  
Untuk membimbing Skripsi:  
Nama : Fitri Widyayanti  
NIM : 150203132  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Identifying Teachers' Teaching Strategies at Islamic Elementary School 15 Belai, Aceh Besar
- KETIGA : Penbiayaan 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 Ganjil 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: 22 Juni 2022  
Dekan,

  
Muslim Razali

Tambahan

1. Dekan UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fob, Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilakukannya;
4. Mahasiswa yang bersangkutan;
5. Arsip



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UNIVERSITAS ISLAM NEGERI AR-RANIRY  
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Jl. Syekh Abdur Rauf Kogelima Darussalam Banda Aceh  
Telepon : 0651- 3387321, Email : [uinar-raniry.ac.id](mailto:uinar-raniry.ac.id)

Nomor : B-13118/U6.08/FTK.1/TL.00/09/2022

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala Dinas Pendidikan Banda Aceh
2. Kepala SMPN 16 Banda Aceh

Assalamualaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : FITRI WIRDAYANTI / 150201132  
Semester/Jurusan : XVI / Pendidikan Bahasa Inggris  
Alamat sekarang : Gampong Pinang, Kec. Syah 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 *Identifying English Teachers' Teaching Strategies at Junior High School 16 Banda Aceh*.

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

Banda Aceh, 12 Oktober 2022

an. Dekan  
Wakil Dekan Bidang Akademik dan Keterlibatan,



جامعة أرانيري

Berlaku sampai : 29 Oktober 2022

Habiburrahim, M.Cum., M.S., Ph.D.

AR-RANIRY



**PEMERINTAH KOTA BANDA ACEH  
DINAS PENDIDIKAN DAN KEBUDAYAAN**

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**SURAT IZIN  
NOMOR : 074/AU/4636  
TENTANG  
IZIN PENGUMPULAN DATA**

**Dasar** : Surat Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-13118/Un.08/FTK-1/TL.00/09/2022 tanggal 12 Oktober 2022, perihal penelitian ilmiah mahasiswa.

**MEMBERI IZIN**

**Kepada**  
**Nama** : Fitri Wirdayanti  
**NIM** : 130203132  
**Jurusan Prodi** : Pendidikan Bahasa Inggris  
**Untuk** : Melaksanakan Pengambilan data pada SMP Negeri 16 Kota Banda Aceh dalam rangka penulisan skripsi dengan judul:

**"IDENTIFYING ENGLISH TEACHERS' TEACHING STRATEGIES AT JUNIOR HIGH SCHOOL 16 KOTA BANDA ACEH"**

Dengan ketentuan sebagai berikut:

1. Harus berkonsultasi langsung dengan Kepala Sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Harus mengikuti protokol kesehatan yang ketat.
3. Bagi yang bersangkutan supaya menyampaikan fotokopi hasil pengumpulan data sebanyak 1 (satu) eksemplar kepada pihak sekolah.
4. Surat ini berlaku sejak tanggal 14 Oktober s.d 14 November 2022.
5. Diharapkan kepada yang bersangkutan agar dapat menyelesaikan pengumpulan data tepat pada waktu yang telah ditetapkan.
7. Kepala Sekolah dibenarkan mengeluarkan surat keterangan hanya untuk mahasiswa yang benar-benar telah melakukan pengumpulan data.

Demikian untuk dimaklumi dan terima kasih.

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Banda Aceh, 14 Oktober 2022 M.  
18 Rabi'ul Awwal 1444 H

**A R - R A N I R Y**  
Kepala Dinas Pendidikan dan Kebudayaan Kota Banda Aceh  
Bidang Pembinaan SMP.



Fitri Wirdayanti, S.Pd, M.Si

Pembina

NIP. 197601132006042003

Tembusan :

1. Wakil Dekan Bidang Akademik dan Kelembagaan Fak. Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
2. Kepala SMP Negeri 16 Kota Banda Aceh



PEMERINTAH KOTA BANDA ACEH  
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E-mail: smptn16@didikporabna.com Website: www.didikporabna.com

Kode Pos: 23341

**SURAT KETERANGAN PENELITIAN**

Nomor : 074 / 171 / 2022

Yang beranda tangan di bawah ini Kepala Sekolah Menengah Pertama ( SMP ) Negeri 16 Banda Aceh menerangkan bahwa :

Nama : FITRI WIRDAYANTI  
NIM : 150203132  
Jurusan : Pendidikan Bahasa Inggris  
Jenjang : S1

Sesuai dengan isi surat Kepala Dinas Pendidikan dan Kebudayaan Kota Banda Aceh Nomor : 074 / A4 / 4636 Tanggal 14 Oktober 2022.

Benar yang tersebut namanya diatas telah melaksanakan Pengumpulan Data pada SMP Negeri 16 Banda Aceh mulai tanggal 15 Oktober s/d 10 November 2022 dengan judul " IDENTIFYING ENGLISH TEACHERS' TEACHING STRATEGIES AT JUNIOR HIGH SCHOOL 16 KOTA BANDA ACEH".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

AR - RANIRY

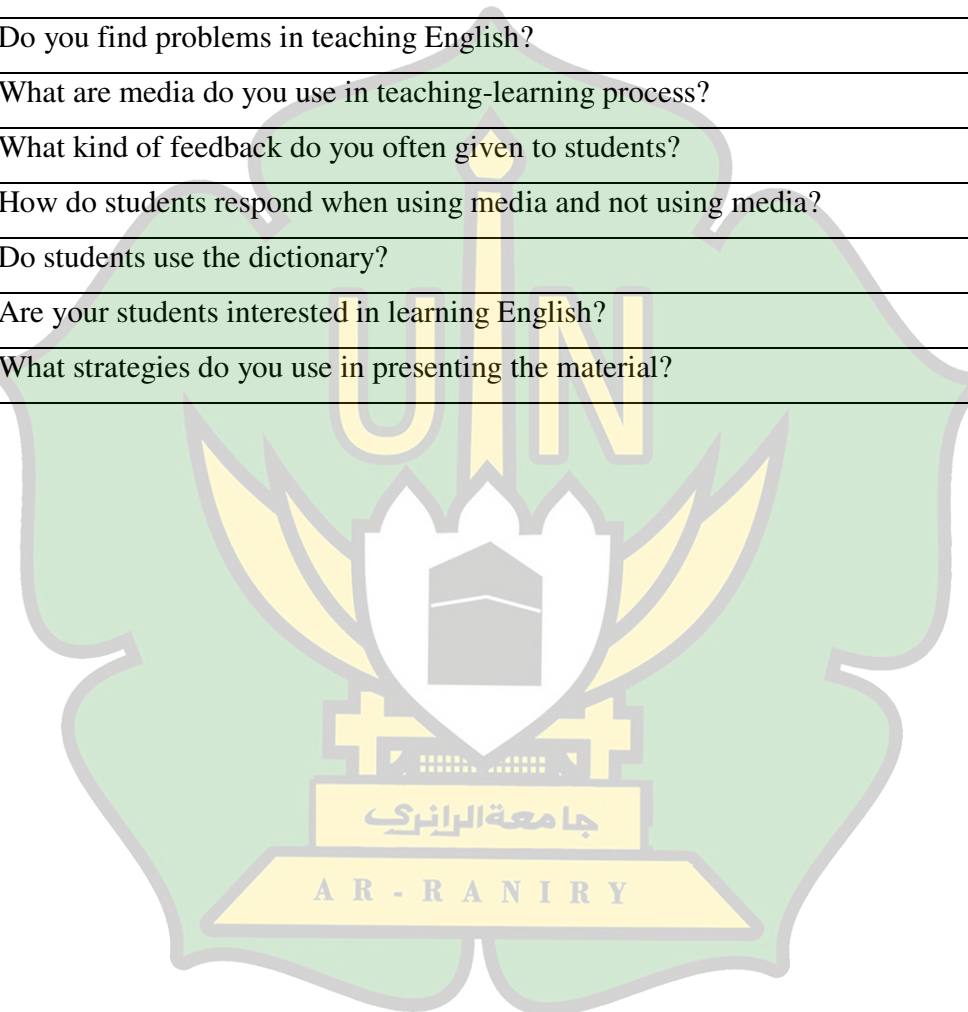
Banda Aceh, 01 Desember 2022  
KEPALA SEKOLAH

TIRABIBAH S.Pd., M.Pd  
Pembina Ulama Muda  
Nip. 19661231 199103 2 026

#### APPENDIX IV

#### LIST OF QUESTIONS' INTERVIEW FOR TEACHERS

No	Interview for Teacher
1.	How long have you been teaching at this school?
2.	How many hours a week do students learn English?
3.	Do you find problems in teaching English?
4.	What are media do you use in teaching-learning process?
5.	What kind of feedback do you often given to students?
6.	How do students respond when using media and not using media?
7.	Do students use the dictionary?
8.	Are your students interested in learning English?
9.	What strategies do you use in presenting the material?



**APPENDIX V**  
**TRANSCRIPT OF INTERVIEW**

➤ Participant I (Teacher of IX-4 class)

Q : How long have you been teaching at this school?

P1 : I have been teaching 6 years at this school.

Q : How many hours a week do students learn English?

P1 : Students learn English 4 hours a week.

Q : How are your students interested in learning English?

P1 : Every student has their favorite subject, while English not all students enjoy this subject. It is difficult for them, but those who like this subject then they enjoy and enthusiastic the class.

Q : Do you find problems in teaching English?

P1 : of course, I found many problems. In addition, in this class they are attractive, making noise and disturbing other students. It was challenging to manage the class. Even though, I try to solve it, such as I ask he/she to find me in the office, we talk about the problem and solve it.

Q : what strategies do you use in presenting the material?

P1 : The strategy that I used depends on the material. Sometimes I used grouping tasks or individual tasks, and I used media to make them more excited. It is work.

Q : What media do you use when teaching and learning process?

P1 : The media depends on the material. But usually, I use a projector and the reality I saw that the used of projector makes students pay attention.

Q : Do students use the dictionary?

P1 : Yes, they do. They use a dictionary in the class but not all of them has dictionary because of economic factor.

Q : How do students respond when using media and not using media?

P1 : Students pay attention when I use media. For example, I used a projector to showing a video based on the material, the atmosphere class was excited.

Q : What kind of feedback do you often give to students?

P1 : the feedback often I gave that the advice and comment knowledge which is English is important subject to learn, the purpose is to make them realize that English will help you in the future.

Q : Are they learning English in a private course?

P1 : Yes, some students have learned English in a private course but some other just learn English in the school, because they are from different background.

➤ Participant II (Teacher of VII-3 class)

Q : How long have you been teaching at this school?

P2 : I have been teaching 25 years at this school.

Q : How many hours a week do students learn English?

P2 : Students learn English 4 hours a week.

Q : How are your students interested in learning English?

P2 : Not all students are interest in learning English, just part of them like and serious in learn English subject, sometimes I focus on students who learn seriously to helping them. While other students, I try to talk and give them advice.

Q : Do you find problems in teaching English?

P2 : Of course, I found many problems. As children they are active and sometimes make noise, and disturbing their friends during teaching learning process. Then I try to find many ways to make class quiet and keep learning.

Q : what strategies do you use in presenting the material?

P2 : The strategy that I used it depends on the material. Sometimes I use in focus, showing pictures, showing the real objects, sing a song together.

Q : What media do you use when teaching and learning process?

P2 : The media depends on the material. But usually, I used a projector and I saw that the use of technology makes students pay attention.



Q : Do students use the dictionary?

P2 : Yes, they do. They use a dictionary in the class but not all of them has a dictionary because of economic factor then they share each other.

Q : How do students respond when using media and not using media?

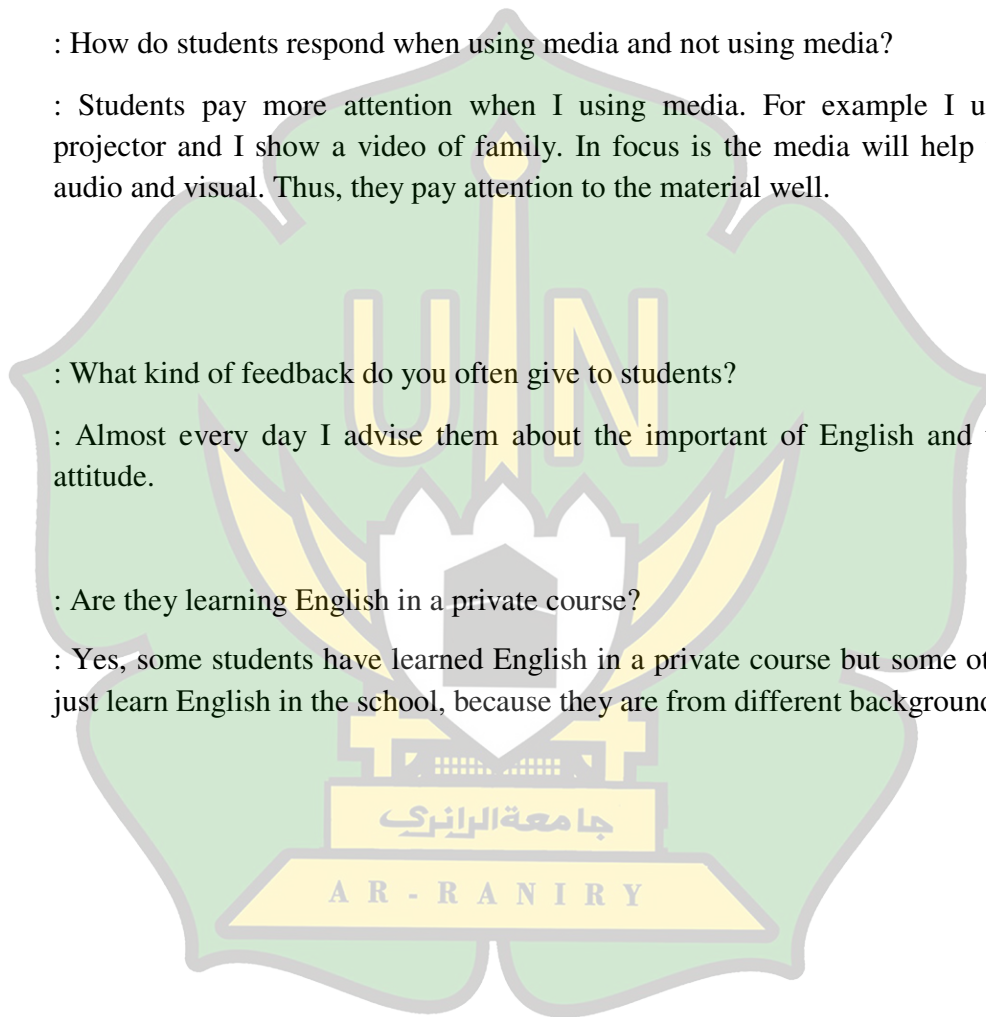
P2 : Students pay more attention when I using media. For example I use a projector and I show a video of family. In focus is the media will help their audio and visual. Thus, they pay attention to the material well.

Q : What kind of feedback do you often give to students?

P2 : Almost every day I advise them about the important of English and their attitude.

Q : Are they learning English in a private course?

P2 : Yes, some students have learned English in a private course but some others just learn English in the school, because they are from different backgrounds.



➤ Participant III (Teacher of VIII-2)

Q : How long have you been teaching at this school?

P3 : I have been teaching 22 years at this school.

Q : How many hours a week do students learn English?

P3 : Students learn English 4 hours a week.

Q : How is your students interested in learning English?

P3 : I have been teaching for a long time, and I saw in this school, just part or students in the class interested in English subject. We need give them more feedback about the importance of English which is will help them in the future.

Q : Do you find problems in teaching English?

P3 : Of course, I found many problems. In addition, in this class students are attractive, making noise and annoying their friends. It is more challenging in managing class. Even though, I try to solve it. Such as I ask he/she to find me in the office, then we talk about the problem and solve it.

Q : what strategies do you use in presenting the material?

P3 : I used grouping strategy or individual strategy, it depends on the material. Sometimes I use a grouping strategy to help them in a team work because English has become a difficult subject. While an Individual strategy will make them solve the task by themselves. Besides, I also use a projector as a technology nowadays and it was helps me to get their attention.

Q : What media do you use when teaching and learning process?

P3 : The media depends on the material. But usually, I use in a projector as needed because the use of a projector makes them more attention and enjoyable the learning.

Q : Do students use the dictionary?

P3 : Yes, they do. They use a dictionary in the class but not all of them have dictionary because of economic factor.

Q : How do students respond when using media and not using media?

P3 : Students pay attention when I use media. For example I use a projector to showing a video based on the material, then the class atmosphere was excited.

Q : What kind of feedback do you often given to students?

P3 : As we know that English has become a global language. Thus, I give them advice about importance of English subject to learn.

Q : Are they learning English in a private course?

P3 : Yes, some students have learned English in a private course but some other just learned English in the school, because they are from different background.

## APPENDIX VI

### OBSERVATION SHEET

**Date** : 21 October 2022

**Teacher's name** : Participant I

**Class** : IX-4

**Topic** : Procedure Text

Focus	Category	Yes	No	Descriptions
The Teacher	1. The teacher comes on time	√		Exactly.
	2. The teacher greets the students	√		Teacher greets the student by English.
	3. The teacher check the attendant list of students	√		Then, the teacher know who does not come.
	4. The teacher recalling the material last meeting	√		The teacher make sure that students study at home.
	5. The teacher gives the explanation of the material clearly	√		Then, the students understand the material.
	6. The teacher uses media of teaching	√		In focus and loud speaker.
	7. The teacher and students do the assignment together	√		To make sure that students answer the assignment in right way.
	8. The teacher use language target	√		As practicing the language.

	9. The teacher bridge the language by first language	√		To avoid miss understanding.
	10. The teacher use group method in teaching and learning	√		To answer the assignment with their friends.
	11. The teacher appreciates the students' job	√		The students have a good job.
	12. The teacher give feedback of the material	√		Before close the class teacher gives the feedback.
The Students	1. The students come the class on time	√		Most of the students come on time.
	2. The students pay attention to the teacher	√		Yes, because teacher use the in focus
	3. The students are interested and enthusiastic in studying English	√		The student watch exacted video
	4. The students ask the teacher about the material they do not understand	√		Then make them more understand the material
	5. The students respond the teachers' questions	√		They are responsive at learning
	6. The students make a noise in the class	√		Then, teacher has to give instruction to keep quite
	7. The students bring the dictionary	√		But, not all of them bring the dictionary, otherwise they share each other.
	8. The students try to finish assignment even when they are difficult	√		They will ask the teacher as possible.

**Date** : 25 October 2022

**Teacher's name** : Participant II

**Class** : VIII-2

**Topic** : Phrasal Verb

Focus	Category	Yes	No	Descriptions
The Teacher	1. The teacher comes on time	√		Exactly.
	2. The teacher greets the students	√		The teacher greets by English
	3. The teacher check the attendant list of students	√		Then, the teacher know who does not come
	4. The teacher recalling the material last meeting	√		The teacher make sure that students study at home
	5. The teacher gives the explanation of the material clearly	√		Then, the students understand the material
	6. The teacher uses media of teaching	√		At that material teacher use whiteboard to explain the material
	7. The teacher and students do the assignment together	√		To make sure that they answer in right way.
	8. The teacher use language target	√		As practicing the language.
	9. The teacher bridge the language by first language	√		To avoid miss understanding.
	10. The teacher use group method in teaching and learning			√ Assignment personally.

	11. The teacher appreciates the students' job	√		They have a good job.
	12. The teacher give feedback of the material	√		Before close the class.
The Students	1. The students come the class on time	√		All of them in the class before teacher came.
	2. The students pay attention to the teacher	√		They are attention to the teacher.
	3. The students are interested and enthusiastic in studying English	√		The students are curiosity with the material.
	4. The students ask the teacher about the material they do not understand	√		To acquire more understanding.
	5. The students respond the teachers' questions	√		The students responsive.
	6. The students make a noise in the class	√		Just a little noise.
	7. The students bring the dictionary	√		But, no all of students bring the dictionary, otherwise they share the dictionary each other.
	8. The students try to finish assignment even when they are difficult	√		They will ask the teacher as possible.

**Date** : 27 October 2022

**Teacher's name** : Participant III

**Class** : VII-3

**Topic** : My Family

Focus	Category	Yes	No	Descriptions
The Teacher	1. The teacher comes on time	√		Exactly.
	2. The teacher greets the students	√		The teacher greets by English.
	3. The teacher check the attendant list of students	√		Then, the teacher know who does not come
	4. The teacher recalling the material last meeting	√		The teacher make sure that students study at home.
	5. The teacher gives the explanation of the material clearly	√		Then, the students understand the material.
	6. The teacher uses media of teaching	√		In focus and loud speaker
	7. The teacher and students do the assignment together	√		To make sure that student answer in right way.
	8. The teacher use language target	√		As practicing the language.
	9. The teacher bridge the language by first language	√		To avoid miss understanding.
	10. The teacher use group method in teaching and learning		√	Personal assignment.
	11. The teacher appreciates the students' job	√		The students have a good job.



	12. The teacher give feedback of the material	√		Before close the class.
The Students	1. The students come the class on time	√		They came on time except one students.
	2. The students pay attention to the teacher	√		Because, the teacher use the media in focus.
	3. The students are interested and enthusiastic in studying English	√		They watch the video
	4. The students ask the teacher about the material they do not understand	√		To acquire more information.
	5. The students respond the teachers' questions	√		The students are responsive.
	6. The students make a noise in the class	√		Then, teacher has to give instruction to keep quite
	7. The students bring the dictionary	√		Not all of them bring the dictionary, otherwise they share each other.
	8. The students try to finish assignment even when they are difficult	√		They will ask the teacher as possible.



Teaching learning process in VIII-3 class



Teaching learning process in VII-2 class



Teaching learning process in grade IX-4 class

## AUTOBIOGRAPHY

1. Full name : FitriWirdayanti
2. Place/Date of birth : Saree, 4 September 1997
3. Sex : Female
4. Religion : Islam
5. Nationality/Ethnic : Indonesia/Acehnese
6. Marital status : Single
7. Occupation : Student of English Department of UIN Ar-Raniry
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9. Email : fitriwirdayanti@gmail.com
10. Parents' name
  - a. Father's name : Sudarmi
  - b. Occupation : Civil Servant
  - c. Mother's name : Rulfawati
  - d. Occupation : Housewife
  - e. Address : Susoh, Aceh Barat Daya.
11. Education background
  - a. Elementary school : SD Aceh Besar (2003-2009)
  - b. Junior high school : SMP Aceh Besar (2010-2012)
  - c. Senior high school : SMA Al-Falah, Aceh Besar (2013-2015)
  - d. University : UIN Ar-Raniry (2015-2022)

Banda Aceh, 26 November 2022

FitriWirdayanti