

## CHAPTER I

### A. The Background of The Study

Learning strategies play a crucial role in second or foreign language acquisition. Learning strategies also help learners to gather new information and then assimilate those acquired information into their existing knowledge. Appropriate learning strategies help explains the performance of good language learners; similarly, inappropriate learning strategies would add the misunderstanding for the poor language learning. During the past decade, many researchers have focused on learning strategy use and effective language learning and the difference of reading strategy use between successful and less successful learners were highly discussed in various research studies. Earlier research studies tended to examine the types of language learning strategies that language learner used<sup>1</sup>. However, recent research studies started to investigate the relationship between strategy use and language proficiency (Green and Oxford, 1995; Oxford and Ehrman, 1995). Generally, those research studies stated that more proficient language learners use more learning strategies but less proficient language learners use less learning strategies. In Green and Oxford's (1995) study assumed that a high level of strategy use was related to high language proficiency and successful learner's use more learning strategies. Learners in high language proficiency used more cognitive and met cognitive strategies in their language learning process.. Based on these arguments, the possibility that the appropriate and effective strategy use might contribute to successful language learning is

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<sup>1</sup> Wenden, A., 1987. *Learner Strategies in Language Learning*. 1st Edn., Prentice Hall, ISBN-10: 013527110X pp: 181

made accordingly and we cannot deny the positive relationship between reading strategy use and successful learning.<sup>2</sup>

Language learners always use learning strategies that reflect their basic learning styles. Learning styles are internal traits of learners while strategies are external skills consciously or subconsciously used by learners. Some researchers have investigated the relationship between learning styles and strategies and they also claimed that learner's styles had significantly influenced the choices of learning strategies.<sup>3</sup> However, there are still few studies exploring the effect of different learning styles on strategy use in an EFL context, especially for secondary school learners. Thus, to solve above problems, this study will focusing on among teaching strategy use.

## **B. Previous Study**

To prove the originality of this study, the writer present some previous researches that deal especially with teaching English. The first research is conducted by Chutima Intarapanich (2013) who studies the teaching English entitled “ Teaching Method, Approaches And Strategies Found In EFL Classroom : A Case Study In Lao PDR Thailand”. In her study, the research aims to investigate the EFL teaching methods, approaches and strategies which would be found in English as foreign language classes in primary grade level and secondary grade level at Lao PDR.

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<sup>2</sup> Green, J.M. and R. Oxford, 1995. A closer look at learning strategies, L2 proficiency and gender. TESOL Q., 29: 261-297

<sup>3</sup> Carrell, P.L., 1988. Interactive Approaches to Second Language Reading. 5th Edn., Cambridge University Press, New York, ISBN10: 0521353602 pp: 289.

Another research is done by Novi Prihananto (1997) entitled “Teacher Talk in EFL Classroom: Communication with EFL students. The objectives of this study were to obtain description of some aspects of teachers’ communication strategies with EFL students. Teachers should adjust input to be comprehensible to the learners of strategy skills in a language and it also includes the mastery of communication strategies.

Considering the previous researches above, the writer wants to conduct the similar research, but writer tries to conduct a research with the different subject: senior high school.

### **C. Focused of Study**

This study focuses on the cases classroom English language teaching emphasizing on learning approaches and strategies used in secondary school at 11<sup>th</sup> grade of SMAN 06 Kota Serang.

### **D. Research of Questions**

Based on the background above, the writer formulates the research questions as follow:

1. Which teaching approaches were found in the EFL classroom at 11<sup>th</sup> SMAN 06 Kota Serang?
2. How strategies which teacher mostly use during in the English lesson?
3. How are the students' respond to the strategies employed?

### **E. Significance of the Research**

The research is expected to be able to give information for the researcher herself and people in educational, the writers hope this research can be useful for everyone, especially for the English education students, prospective English teacher and new English teachers more than many others activities, reflects the times it takes place. Language about communication, after all and perhaps that is way philosophies and techniques for learning language seem to develop and change in tune with the societies which give rise to them. Teaching and learning are very human activities; they are social just as much as they are (in our case) linguistic. But it's not just society that change and evolves. The last decades have seen what feels like unprecedented technological change. The internet has seen to that and other educational technology has not lagged behind.

#### a) Teacher

It is expected to be kind of teaching strategies and method for the teachers in developing or creating new more interesting techniques of teaching English, so that they can teach successfully.

#### b) Students

The researcher hopes that the students will get an appropriate treatment in English Learning so that they are going to learn English comfortably and do not get difficulties anymore.

For the school, this research will be expected to be a reflection for teaching and learning process at SMAN 06 Kota Serang and as the implementation guide an evaluation of

English for teachers with enjoying class. It can be a consideration to chance the best strategy in teaching English, more ever can improve the quality of English teaching and learning.

#### **F. Organization of the writing**

**This paper consist of three chapters those are:**

**Chapter 1** is in introduction, it contains the background of study, focused of study, the statement of problem, the significance of the research, and the organization of the writing.

**Chapter II** is a theoretical framework, it contains the definition of language learning strategies, definition of Approach, Method, and Technique, Classification of Language Learning Strategies, strategy Efl of teaching English.

**Chapter III** is research designed, researcher presence, setting of research, the instrument data collection, and the technique of data analyzing and research stage.

**Chapter IV** is it contains data description, the data result, and discuss.

**Chapter V** is conclusion and suggestion.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Language Learning Strategies Defined

Strategy is one thing that is very important for noticed by educators in carrying out activities education. The success of the teaching and learning process is heavily influenced by the strategy applied. Strategies that match the demands of the situation and the conditions of students provide greater possibilities for the success of the teaching and learning process and vice versa. Between Existing education strategies are teaching and learning approaches groups and teaching and learning strategies individual approaches.<sup>4</sup>

(Senjaya Vienna, 2008) suggests that strategy learning is a learning activity that must be done by the teacher and students so that learning objectives can be achieved effectively and efficiently.<sup>5</sup> He mentioned that in the learning strategy contained meaning planning means, that the strategy is basically still conceptual about the decisions that will be taken in an implementation of the learning. Learning strategies are still conceptual and for implement it using various learning methods. In other words, the strategy is "*a plan of operation achieving something*" while the method is "*a way in achieving something*" (Vienna Senjaya:2008).

Wenden and Rubin (1987:19) define learning strategies as "... any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information." Richards and Platt (1992:209) state that learning strategies are

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<sup>4</sup>Pusat penelitian dan pengabdian kepada masyarakat (P3M) STAIN T.A,2005 . *Jurnal dinamika penelitian*,page.13

<sup>5</sup>Wina Senjaya. *Strategi Pembelajaran; Berorientasi Standar Proses Pendidikan*, (Jakarta: Kencana Prenada Media Group, 2008)

"intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information." Faerch Claus and Casper (1983:67) stress that a learning strategy is "an attempt to develop linguistic and sociolinguistic competence in the target language." According to Stern (1992:261), "the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques." All language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom. Since language classroom is like a problem-solving environment in which language learners are likely to face new input and difficult tasks given by their instructors, learners' attempts to find the quickest or easiest way to do what is required, that is, using language learning strategies is inescapable.<sup>6</sup>

### **B. Approach, Method, and Strategies**

In the century spanning the mid- 1880s to the mid- 1980, the language-teaching profession was involved in a search. That search was for what was popularly called method or ideally, a single method, generalizable across widely varying audiences, that would successfully teach students a foreign language in the classroom. But first try to understand what mean by method.

Edward Anthony (1963) gave us definition that has admirably withstood the test of time. His concept of "method" was the second of three hierarchical elements, namely approach,

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<sup>6</sup> LESSARD-CLOUSTON, Michael. 1997. "*Language Learning Strategies: An Overview for L2*" on The Internet TESL Journal

method and technique. *An approach*, according to Anthony, was a set of assumptions dealing with the nature of language, learning and teaching. *Method* was described as an overall plan for systematic presentation of language based upon a selected approach. Method are the tools and technique of social research and involve technical and practical *Strategies* were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.<sup>7</sup>

One of your principle goals as an interactive language teacher is to equip your students with a sense of what successful language learners do to achieve success and aid them in developing their own unique, individual pathways to success. Because by definition interaction is unrehearsed, mostly unplanned discourse, students need to have the necessary strategy competence to hold their own in the give and take of meaningful communication.<sup>8</sup>

### **C. Classification of Language Learning Strategies**

It is noticed that language learning strategies have been classified by many scholars. According to Hismanoglu (2000:2-6) three categories of classification, which are the most common, may be stated depending on O'Malley (1985), Rubin 19887), Oxford (1990) and Stern (1992). These categories will be stated in the following points:

#### **Meta cognitive Strategies**

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<sup>7</sup> H. Douglas Brown. *Teaching by Principle an Interactive Approach to Language Pedagogy*. 2n Edition.(San Fransisco State University: 2000) page 14.

<sup>8</sup> *Ibid.*, 208



Meta cognitive is a term to express executive function, strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Among the main metacognitive strategies, it is possible to include advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production and self-evaluation.

### **Cognitive Strategies**

States that these strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, not taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer and inference are among the most important cognitive strategies.

### **Socio affective Strategies**

Brown (1987:93-4) says that" as to the socio-affective strategies, it can stated that they are related with social mediating activity and transacting with others. Cooperation and question for clarification are the main socio affective strategies.<sup>9</sup>

### **Direct Strategies**

These strategies are the following:

#### **A. Memory Strategies**

Help the learner link one concept with another but does not necessarily involve deep understanding.

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<sup>9</sup> Hismanoglu, Murat.2000. "Language Learning Strategies in Foreign Language Learning and Teaching." In *TESL*. VI, No.8,PP.

- Creating mental linkages
- Applying images and sounds
- Reviewing well
- Employing action

### **B. Cognitive Strategies**

Enable the learner to manipulate the language materials in direct ways, e.g., through reasoning, analysis, note-taking, summarizing, synthesizing and outlining.

- Practicing
- Receiving and sending messages strategies
- Analyzing and reasoning
- Creating structure for input and output

### **C. Compensation Strategies**

Help the learner make up for missing knowledge, e.g., guessing from the context in listening and reading

- Guessing intelligently
- Overcoming limitations in speaking and writing

### **Indirect Strategies**

These strategies imply the following:

#### **A. Meta cognitive Strategies**

- Centering your learning
- Arranging and planning your learning
- Evaluating your learning

**B. Affective Strategies**

Help the learner to regulate emotions, motivations and attitudes

- Lowering your anxiety
- Encouraging yourself
- Taking your emotional temperature

**C. Social Strategies**

Help the learner work with others and understand the target culture as well as the language

- Asking questions
- Cooperating with others
- Empathizing with others

**D. English Teaching strategies**

Strategy is a way to be done media implementation by someone more effective and efficient. Suyanto (2008) states that strategy is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives. In teaching learning process, strategy is presented by the teacher to give motivation and facilitation for the student in learning English. Every teacher has different strategies to present the material to the students. They can choose a strategy which is suitable with material and situation of the class. So, the students will be active and interested in learning.<sup>10</sup>

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<sup>10</sup> Suyanto, kasihani K.E. 2008. English for young learner. Jakarta: Bumi Aksara. Pp 8

This study focuses on classroom English language teaching emphasizing on major language teaching and learning approaches and methods used. Methods and approaches used in this study by Gültekin Boran and were categorized into nine different approaches/methods, namely the Oral Approach and Situational Language Teaching, the Grammar Translation Method, the Audio-Lingual Method, Communicative Language Teaching, the Total Physical Response Method, the Silent Way, Community Language Learning, Suggestopedia and the Direct Method. :

*The Oral Approach and Situational Language Teaching* emphasized on spoken language teaching in the beginning. The target language is the language of the classroom. New language points are introduced and practiced situationally.

*The Grammar-Translation Method* focuses on developing students' appreciation of the target language's literature and teaching the language. Students are presented with target-language reading passages and answer questions that follow.

*The Audio Lingual Method* is based on the behaviorist belief that language learning is the acquisition of a set of correct language habits. The learner repeats patterns until able to produce them spontaneously.

*Communicative Language Teaching (CLT)* stresses the need to teach communicative competence as opposed to linguistic competence; thus, functions are emphasized over forms. Students usually work with authentic materials in small groups on communicative activities.

*Total Physical Response (TPR)* begins by placing primary importance on listening comprehension, emulating the early stages of mother tongue acquisition, and then moving to speaking, reading, and writing.

*The Silent Way* is the theoretical basis of Gattegno that teaching must be subordinated to learning and thus, students must develop their own inner criteria for correctness. All four skills reading, writing, speaking, and listening are taught from the beginning.

*Community Language Learning (CLL)* Application of psychological counseling techniques to learning, which is known as Counseling-Learning. Community Language Learning represents the use of Counseling-Learning theory to teach languages.

*Suggestopedia is Lozanov's method* that seeks to help learners eliminate psychological barriers to learning. Dialogs are presented to the accompaniment of music. Students just relax and listen to them being read and later

*The Direct Method (TDM)* allows students to perceive meaning directly through the target language taught from the beginning because no translation is allowed. Visual aids and learning materials are used to clarify the meaning of vocabulary items and concepts in real life language.

Each method/approach has its own strength; however, in most classroom learning situations, teachers play the important roles in implementing the methods they have been trained to use as well as deciding which one to use and when to use it.<sup>11</sup>

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<sup>11</sup>.Richards J, Rodgers T. Approaches and Methods in Language Teaching. New York: Cambridge University Press; 1989.

## CHAPTER III

### METHODOLOGY OF RESEARCH

#### A. Research Designed

The researcher will conduct this research by applying qualitative approach with qualitative case study as a method. Qualitative is a research methods of the social sciences that collect data and analyze the data in the form of words (verbal and written) and actions of human beings as well as researchers did not attempt to calculate or quantify qualitative data that has been obtained and thus did not analyze the figures. Data were analyzed in qualitative research is the words and deeds of human<sup>12</sup>. The data itself in the form of words. Therefore, what actually will happens in the research field described as factual and accurate as possible.

Case study is an exploration of “bounden system” or case or multiple cases over time through detailed in depth data collection involving multiple sources of information rich in context.<sup>13</sup> Qualitative case study method is chosen because it allows the researcher to capture naturally people’s personal perspective, interaction and experience. In this case, the researcher will explore the phenomenon teacher’s switching naturally in the classroom. Analyzing the types, reasons and the students perception towards teacher’s switching in EFL classroom.

#### B. Setting of Research

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<sup>12</sup> Afrizal, *Metode Penelitian Kualitatif*. (Jakarta: Raja Grafindo Persada, 2014), 13.

<sup>13</sup> Creswell. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. (Boston: Pearson Education, 2012)

These researches was conducted in October 2018 at eleven grade of SMAN 06 Kota Serang, and located at jl. Raya petir KM 4 kec Cipocok jaya kab Serang, Banten. This school's accreditation is A and the class has twenty two rooms on the first floor. SMAN 06 Kota Serang has 655 students from ten grades to twelve grades. This school has a total number of teacher's forty two teachers

The main reason why the researcher chooses this school in order that tied together to support each other and can contribute between researcher and qualified teachers English in Serang. This observations were selected as a tool for data collection in order to gain insights and practical ideas of how teachers were providing language support and developing student's language skills in the classroom when teaching.

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

##### 1. Types of Data

There are two types of data that the researcher uses in this research.

Those are:

- a. Primary Data
- b. The first primary data is transcriptions of iobservation about strategies used by the English teachers in Teaching. The second primary data is field notes of interview which deals with English teachers' give the assessment for students.
- c. Secondary Data

Picture, and video as documentation of the research process, the students learning in the class, and track and record of the school will be the additional data that will be collected by the researcher.

## 2. Source of Data

The primary source of data in this research is the English teachers at SMAN 06 Kota Serang. In this case there is one English teacher who will be interviewed and observed to obtain data concerning use to analyze of English give the strategies of teaching English for students.

### **D. Data Collection Technique**

Three kinds of data collecting method were employed, namely observation, interview and questioner.

#### a. Observation

In this study, the data collection will be conducted by employing instruments used through preliminary research (an observation), teachers' interview, and study of documentation. The main data will be from teachers, while another one will be a supporting data. The goal of observation is to understand the culture, setting, or social phenomenon being studied from the perspective of the participant. Patton in Hatch state that the competence of observation includes makes the field notes, and we have to difference between relevance and not relevance.<sup>14</sup>This research, observation doing to a qualified Teacher English in the classroom. Based on the observation, the researcher will

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<sup>14</sup>J, Maos, Hatch, "Doing Qualitative Research in Education Settings", (State University in New York Prees,2002) 72



find the data about the characteristic of teaching-learning process, the researcher will try to give the questioner for teacher.

#### b. Interview

The second technique is interview. The interview is special kinds of conversation or speech event that used by researcher to explore informant's experience and interpretation.<sup>15</sup> The important thing if the researcher do the interview, the researcher just give the relevance question for the interview and there are four tips for good interviewer such as, the first is clear the topic, the second is give question based on the research question, the third is the good respondent, the fourth is the good management of time, the last is take transcript of the interview. Interview is one of the techniques of collecting data that is done by dealing a question directly to the interviewee. According to Allport as quoted by Jehoda in Sutrisno's book states that if we want to know what people feel, what they remember, what their emotions and motives are like, and the reasons for acting as they do why not ask them.<sup>16</sup> It means that interview will help the interviewer to know what the interviewee feels about something. In this study, the researcher interviews the English teacher and some of the students.

#### C. Questionnaire

Questionnaire is a written form of questions that used to get information from the respondents. In the questionnaire and it is written in Bahasa Indonesia to help the

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<sup>15</sup> Ibid., 75

<sup>16</sup> Prof. Drs. SutrisnoHadi, M.A, Metodologi Research untukPenulisan Paper, Skripsi, Thesis danDisertasi. (Yogyakarta: Andi Offset1991), 192.

students understand the content easily. The question asked about whether or not the learners' background (interest, motivation and background knowledge) causes their difficulties and asked about if the teacher's teaching technique of teaching causes their difficulties.

### **E. Data Analysis Technique**

Data collected by observation and interview. There are three steps for analysis data techniques in exploratory qualitative, such as reduction data, show the data with transcript of interview, do verification to interpretation the data, and compare the data with literature about the subject and it makes to conclusion.<sup>17</sup>

#### 1. Analysis of data obtained from observation

There were two observation in each class. However, the researcher decided to analysis just one observed class from each teacher, with the requirement that the class selected for analysis showed a wider range of strategies employed. Therefore only two observed classes were analysed from the six classes.

#### 2. Analysis of data obtained from interview

The data obtained from interviews were used to answer research. The data were ordered according to the level of effectiveness of the strategy chosen by the teacher. The data were also used to cross-check in analysis of the data obtained from the observation.

#### 3. Analysis of data obtained from students' questionnaires

The data obtained from students' questionnaires were used to cross-check the data obtained from the interview.

#### 4. Tabulation

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<sup>17</sup> Sugiyono, "*Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*", (Bandung: Alfabeta, 2012), 329.

From the initial data above, the researcher tabulated the data by counting the response from each data. To know the percentage of data from test and questionnaire, the researcher use formula:

$$P = F/N \times 100\%$$

Where,

P = Percentage

F = Number of frequency of the respondent answer

N = Numbers of respondents

5. The last is verification to makes conclusion. Based on the show the data use form or transcript of interview and observation. The important thing of data analysis technique is makes conclusion. It helps the researcher to found the other fact based on the research question. Based on the conclusion can make the classroom goals are focused on all components (grammatical, discourse, functional and strategic teaching).

## CHAPTER IV

### RESEARCH FINDINGS

#### A. Data Description

In this chapter the researcher would present the result of the research. The data was taken from interview teacher and classroom observation to English teacher grade 11<sup>th</sup> (XI MIPA 3) in SMAN 06 Kota Serang. The data was collected on Friday 19<sup>th</sup> of October, Tuesday 23<sup>rd</sup> of October, Friday 26<sup>th</sup> of October, Tuesday 13<sup>th</sup> of November and 23<sup>rd</sup> of November 2018. Based on those data, then the researcher obtained the following results: The researcher observed situation class and activity before-after learning and teaching process. After collecting the data, the researcher analyzed the data of the study sought to answer the research question: which teaching approach, method and strategies of EFL at SMAN 06 Kota Serang.

#### B. Data Result

Preliminary study was conducted at the beginning of the research. The purpose of this meeting was to find out the problem of teaching approach, method and strategies in teaching English at SMAN 06 Kota Serang. In this activity, the researcher observed the situation of the classroom before and after conducting the study. Mrs Fika Nurul Hanifah M.Pd the English teacher of the eleventh grade students also shared with the researcher.

Next, the researcher also observed the process of teaching learning in the class. In the teaching learning process, the teacher taught 35 students. Besides, the researcher found some data that happened in the classroom during in English lesson. The researcher

prepared the teaching learning design, such as arranging lesson plan and instrument. The researcher also prepared the instrument of collecting data such as observation sheets and field note in order to know activeness in joining teaching learning process.

**(a) observation**

The teacher gave the evaluation about material last week and then explained about narrative text and explained generic structure of narrative text use full L2 and the teacher watching a video of a story titled *“The Ant and the Dove”*. In addition, the implementation of watching video media use helped the students in teaching learning process, especially in speaking and writing narrative class. The evidence could be shown in the students’ responses making the students speak in English. And then the teacher asks two students to demonstrate the task retell story of “cinderella” for the class,

While at the second meeting, the class was held in the library. The teacher give assignment to student. The students make poetry had to perform to in front of the class. And the teacher acted the supervision and also gave the evaluation.

In this research, the researcher observed the English class. To complete the data of the observation, the researcher used the observation sheet, which to observe during teaching and learning process. It is found the following findings reporting personal facts as follows:

(adapted from H. Douglas Brown  
2001)

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### Teacher Observation Form

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Keep in mind these criteria when observing a teacher. Circle or check, each item in the column that most clearly represent your evaluation: 4= excellent, 3=above average, 2=average, 1=unsatisfactory, N/A= not applicable. You may also write comment in addition to or in lieu of checking a column.

#### PREPARATION

1. The teacher was well-prepared and well organized in class 4 3 2 1 N/A

Comment:

*After greeting, the teacher launches straight into the lesson, introduce the lesson then gets students brainstorm idea and the teacher are flexible and respond creatively to what happens in the classroom, have a destination which they want their student to reach.*

2. The lesson reviewed material and looked ahead to new material. 4 3 2 1 N/A

Comment:

*The teacher review material last week about descriptive text and then to new material about narrative text, and the teacher gives a detail explanation of what the lesson will be about.*

3. The prepared goals/ objectives were apparent. 4 3 2 1 N/A

Comment:

*When the teacher teaching this is quite clear but sometimes the teacher using L1 example when the teacher give instruction to students or when the teacher give task.*

### **PRESENTATION**

4. The class material was explained in an understandable way. 4 3 2 1 N/A

Comment:

*During teaching the teacher using data projector that make the class interactive but the teacher may translate particular words, the students read a text and say in their L1, but the teacher get them to ask and answer question about material/lesson or summarize it, in English*

5. The lesson was smooth, sequenced, and logical. 4 3 2 1 N/A

Comment:

6. The lesson was well-placed. 4 3 2 1 N/A

Comment:

*Before them Eleventh grade they was learning this lesson in ninth grade so this should be easier for them to learn this material (narrative text).*

7. Direction were clear and concise and students were able to carry them out 4 3 2 1 N/A

Comment:

*In last meeting the students can produce own narrative text and reading in front of class*

8. Material was presented at the students' level comprehension. 4 3 2 1 N/A

Comment:

9. An appropriate percentage of the class was students' production of the language.

4 3 2 1 N/A

Comment:

*65% percentage this class because some students are still noisy, and one of the students felt asleep in class when teaching-learning process.*

10. The teachers answered questions carefully and satisfactorily

4 3 2 1 N/A

Comment:

*After doing parts of the lesson and the task, and any question from the students, the teacher make each group to discuss with. They had spent time for discussing them, and as each student tried to think back to what they had learned. Learners were clearly aware of which questions they had found difficult. And then the teacher got back correct the answered and put the answers on the board.*

11. The method(s) was(were) appropriate to the age and ability of study.

4 3 2 1 N/A

Comment:

*The students was learn the material of a narrative text by using a movie and had some advantages, they are: a. The teacher had to explain what a narrative is, the generic structure and lexiogrammatical, it could help the student to understand and master a narrative text, especially in the written cycle. b. By using a movie, the students found it easier to get an idea because can find and memorize of words.*



*In this activity, the teacher and the students discussed the generic structure of narrative text together based on the examples. The teacher also explained about the steps in writing so that the students knew the steps and found it easy to produce a narrative text well based on the steps they had learned. So make interactive nature of communication class.*

12. The teacher knew when the students were having trouble understanding. 4 3 2 1 N/A

Comment:

*When the students having difficulty and having trouble understanding about produce narrative text rewrote the story of “Cinderella”, the teacher ask the students what and she would go over it again and then give multiple example.*

13. The teacher showed an interest in, and enthusiasm the subject taught.

4 3 2 1 N/A

Comment:

*I think the teacher have tried to become to active teacher, the teacher using media learning with watching the movie, and retell the story. The teacher provide ice breaking in the middle of the learning process, and I think it’s an effort to keep the students comfortable in the class.*

### **EXECUTION/METHODS**

14. There were balance and variety in activities during the lesson. 4 3 2 1 N/A

Comment:

*There are balancing between theory and practice at class activities*

15. The teacher was able to adapt to unanticipated situation. 4 3 2 1 N/A

Comment:

*I find the situation in the class when teaching-learning process are; several students still noisy, they act aggressively either verbally and physically, by insulting or “bullying” to others learner. The teacher only give in asks students to remain calm without punishment or any further action.*

16. The material was reinforced. 4 3 2 1 N/A

Comment:

*The teacher retell familiar of story “Cinderella” as an example narrative text to make the students understand.*

17. The teacher moved around the class and made eye contact. 4 3 2 1 N/A

Comment:

*The teacher during teaching-learning activities is only in front of the class and near the whiteboard, I think that makes the class noisy and not conducive for a moment.*

18. The teacher knew students’ names 4 3 2 1 N/A

Comment:

*When the class ended, I (researcher) asked students if the teacher knew their names and 80% of the students said yes. It’s easy to get at least a few of the names—those who sit up*

*front and regularly contribute, those who teacher and students talking by during activities school hours.*

19. The teacher positively reinforced the students. 4 3 2 1 N/A

Comment:

*I didn't find it in class but when I was outside of study hours I often saw teacher talking to students giving input to students.*

20. Students responses were effectively elicited 4 3 2 1 N/A

Comment:

*Teachers ask questions to help students uncover what has been learned, to comprehensively explore the subject matter.*

21. Examples and illustrations were used effectively. 4 3 2 1 N/A

Comment:

*The teacher appoints each student to mention examples of narrative text stories that they know, and tell stories in front of the class as assignments for next week.*

22. Instructional aids or resources material was used effectively. 4 3 2 1 N/A

Comment:

*The teacher used computer-based technology for presentation, when hooked up to data projectors, can show variety of presentation media including picture or video, both still and animated. By using programs such as power point, teaching-learning activities highly attractive presentation using combination of text, picture and slide animation.*

23. Drills were used and presented effectively. 4 3 2 1 N/A

Comment:

*The students get into pairs work (seatmate), they may be discussing doing a role play and they writing by a report, the students are working together without the teacher controlling every move. I think they also have more chance to experiment with the language L2.*

24. Structures were taken out of artificial drill context and applied to the real contexts of the students' culture and personal experiences. 4 3 2 1 N/A

Comment:

*The students have a negative attitude towards the English language, since they do not need English in daily life, they do not speak or hear English outside the classroom. The students used oral and written English when in English lesson class.*

25. Error perception. 4 3 2 1 N/A

Comment:

*The teacher Give students exposure to real language L1 use instead of concocted example*

26. Appropriate error correction. 4 3 2 1 N/A

Comment:

*The teachers and students both correct if something get miss understanding.*

**PERSONAL CHARACTERISTIC**

27. Patience in eliciting responses. 4 3 2 1 N/A

Comment:

*The teacher treat the students with the same respect.*

28. Clarity, tone, and audibility of voice. 4 3 2 1 N/A

Comment:

*The teacher have a weak voice, but that the teacher have an expert in her subject.*

29. Personal appearance. 4 3 2 1 N/A

Comment:

*The teacher being ourselves, and the teacher have present professional face to the students.*

30. Initiative resourcefulness, and creativity. 4 3 2 1 N/A

Comment:

*The teacher able initiative resourcefulness and creativity class, because of the teaching she has*

31. Pronunciation, intonation, fluency and appropriate and acceptable use of language. 4 3 2 1

N/A

Comment:

*The students still do not understand so the teacher must repeat often.*

**TEACHER/STUDENT INTERACTION**

32. Teacher encourage and assured full students participation in class. 4 3 2 1 N/A

Comment:

*While it's common for only a few the students to speak up in a class and the teacher make eye contact with students while they are speaking,*

33. The class felt free to ask question, to disagree, to express their own ideas. 4 3 2 1 N/A

Comment:

*The students have several talkative students who tend to dominate the conversation so try to draw others in by asking them what they think.*

34. The teacher was able to control and direct class. 4 3 2 1 N/A

Comment:

*The teacher feels less assertive*

35. The students were attentive and involved.

Comment:

*Looks as students who are interested in English lesson.*

36. The students were comfortable and relaxed, even during intense intellectual activity.

4 3 2 1 N/A

Comment:

*Only at certain moments can students relax because of the learning media provided by the teacher*

37. The students were treated fairly, impartially and with respect. 4 3 2 1 N/A

Comment:

*The teacher treat the students with the same respect*

38. The students were encouraged to do their best. 4 3 2 1 N/A

Comment:

*Yes, Some students are self-motivated, with a natural of learning, the student who appeared unmotivated actually has difficulty learning and is need of special attention.*

39. The teacher was relaxed and matter-of-fact in voice and manner. 4 3 2 1 N/A

Comment:

*In the classroom the teacher was relax at the students never using a loud voice*

40. The teacher was aware of individual and group needs. 4 3 2 1 N/A

Comment:

*It's the teacher has a strategy when the time is individual task or groupwork*

41. Digressions were used positively and not overused. 4 3 2 1 N/A

Comment:

The teacher using narrative may help you organize and help bring forth the student's distinctiveness.

According to the observations, lesson activities found in this level were various – mostly provided students more opportunities to communicate and use the language. Generally contains social interaction activities including conversation and discussion session, dialogue and role playing of story “*Cinderella*” in teaching narrative text this. And in the classroom while the first language L1 appeared many times during conversation between teacher and students. In addition, the interviews disclosed that the teacher tended to switch to another strategy and chose the easiest one whenever they felt the previous strategy the employed did not make the students understand. The easiest strategies to use were those not involving English, either translation or code switching, or both.

Generally, changing the language during the class time is a pervasive phenomenon in foreign language classroom. Nunan and Carter (2001) briefly define the term as “a phenomenon of switching from one language to another in the same discourse” (p. 93). Speakers use code-switching as a strategy in the classroom to make better interaction with their classmates. Translation and code switching strategies were used in almost every observed class. Some similar findings from previous related studies (Legaretta 1977, Bruck and Schultz 1977, Wong-Fillmore 1980, Chesterfield et al. 1983 and Strong 1986) showed that students’ preferences and proficiency, the type of lesson and the type of programme could lead to the use of such strategies.<sup>18</sup>

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<sup>18</sup> Novi Prihanto, *Teacher Talk in EFL classroom (thesis) 1997*. <https://www.researchgate.net/publication>.



### (b) The Result Of The Interview

The interview was conducted on October 23<sup>rd</sup> and 26<sup>th</sup>, 2018. It had been given to the teachers to get the description or opinions to support the data from the observation and transcript. And to get the answer of the researcher's question about strategy teaching English. The aim of the interview is to find out the reason of the teachers using L2 and switching language in the classroom, and the researcher did structured interview with the English teachers. The interview was given to an English teacher at eleventh grade, Mrs Fika Nurul Hanifa M.Pd. The interview consisted of ten questions and the result are as follow:

**Table 4.2.1**

No	Question and Answer
1	<p>Q: What is your preparation before teaching English subject?</p> <p>A: as usually if I want to teach in the classroom, of course I have lesson plan. And then I have to teach based on the lesson plan</p>
2	<p>Q: Based on your experience what is the difficulty in teaching English subject?</p> <p>A: of course if I teach in the classroom I get difficult if I talk to the student in English. Maybe they understand what I say to them but they can't answer my question in English. maybe they less vocabulary I think so it difficult for me and many of the student don't understand what I say</p>

3	<p>Q: What strategies do you use to face the difficulties while teaching English subject?</p> <p>A: I think when I first coming to the classroom I will make the student happy to study English first. I will tell the story for example and then I will ask about what their activity before going to school and maybe I invite student to sing or joke in English.</p>
4.	<p>Q: What language do you use to deliver the material?</p> <p>A: of course when I teach English in the classroom I have bilingual because if I teach in the class always speak English of course the student won't understand what I have said to them so I talked to them in English and then when I see them they are just quite of course they don't understand what I say so I translate into Indonesia.</p>
5	<p>Q: What do you think of technology in the classroom and how have you integrated it into your lesson?</p> <p>A: Technology has become commonplace as a teaching tool in many classrooms. "I believe that technology in the classroom can be a valuable asset that helps students learn. I also think it has the potential to be a distraction and requires the teacher to have an established plan for acceptable use. and I have incorporated it into my lessons by assigning students tasks that require more advanced use of technology like internet etc.</p>

6	<p>Q: what types or resources and teaching aids are available?</p> <p>A: SMAN 06 KOTA SERANG have a computer lab with free internet and printer, and the classroom have whiteboard have an overhead projector.</p>
7	<p>Q: What some successful teaching methods you use?</p> <p>A: To answer this question, I focus on creating lessons that a multitude of different activities that get the students participating in class.</p> <p>I can some of the following teaching methods in class that are:</p> <p>-in class presentation, role playing exercises, art and crafts activities, tiching with watching movie or music.</p>
8	<p>Q: What is your suggestion to make the implementation of English usage at SMAN 06 Serang could be increased?</p> <p>A: we have extracurricular for example English club. The student if they want to increase their English they have to join to English club and then they have to practice their English with their friends.</p>
9	<p>Q: How do you engage your students in instruction and get them to use the target language?</p> <p>A: I can discussed situation in when students using L1 (their mother tongue Jawa Serang), I will to do something that are some ways of doing; keep reminding them, I should be prepared to go round the class during a speaking exercise encouraging cajoling with the students to use English,</p>

	<p>and then I using listening material and video, the students are constantly exposed to how English sound. and i only respond English use what students say in their own language.</p> <p>Pairwork (and groupwork) class will help to provoke quiet students into talking. And I have to work with the students like a drama coach. When the students then acts out the role, I can be confident that it will sound good.</p>
10.	<p>Q: What is the most problem do you usually face when you are teaching?</p> <p>A: of course I have much problem if I teaching in the classroom. I think in this school many of the students when they were at junior high school they were lazy to study English, so when they continued their study to SMA of course they get the problem about how to learn well in English especially that the list of vocabulary. And then of course grammar because they were lazy when they in junior high school. So I get the difficult how to teach them because they have don't understand how to speak well and how to make a good sentences</p>

From the interviews, findings illustrated teaching English at 11<sup>th</sup> SMAN 06 Kota Serang where simple materials and tools language. This level easy sentence structures and questions were tools to deliver new vocabulary words in every lesson. Sometimes, the teachers emphasized grammar and usage as basis of the language learning. It was believed that TEFL methodology, an ideal EFL

teacher for young learners was a professional with knowledge of the language, skills and ability to apply many different activities to class, and more importantly, he/she should be a good model to them. TEFL strategies found in the classroom were conversation, role-plays, debates and groupworks. These activities provided the students more opportunities to communicate and share ideas. It was found that teachers at the secondary level were knowledgeable about skills and had the ability to teach English to teenagers using a variety of language activities (strategies); e.g., games, group-works, or whatever techniques and fun activities they had been trained at schools in SMAN 06 Kota Serang. Researchers found that learners use more social strategies. Moreover (2005) also discussed social strategies, such as asking question to get verification asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partener, help learners work with others and understand the target culture as well as the language.

### **(c) The Data from Questionnaire**

The data collect the data of questionnaire, the data description showed by tabulation which conducted by the writer explain about aspect of the students learning. Regarding the perception of learning experience, the results of the study are explained in the table that the average value of the passive teaching strategy is 55%, in this case the majority of respondents only copy from the board or textbook. The student learning process is controlled and influenced by the teacher, because the majority of students regard the teacher as a source of knowledge. The majority of respondents only listen to the teacher applying teaching material with the highest percentage of 60%. Teacher is facilitator and

guide, not one who knows everything in classroom. This principle has replaced the traditional role of teacher as an information provider. Learner not only receive the knowledge transmitted by teacher but they should construct their own knowledge, based on table showed that the percentage of active teaching strategies is a minority of respondents, and 65% the teacher asks us to work through practice exercise.

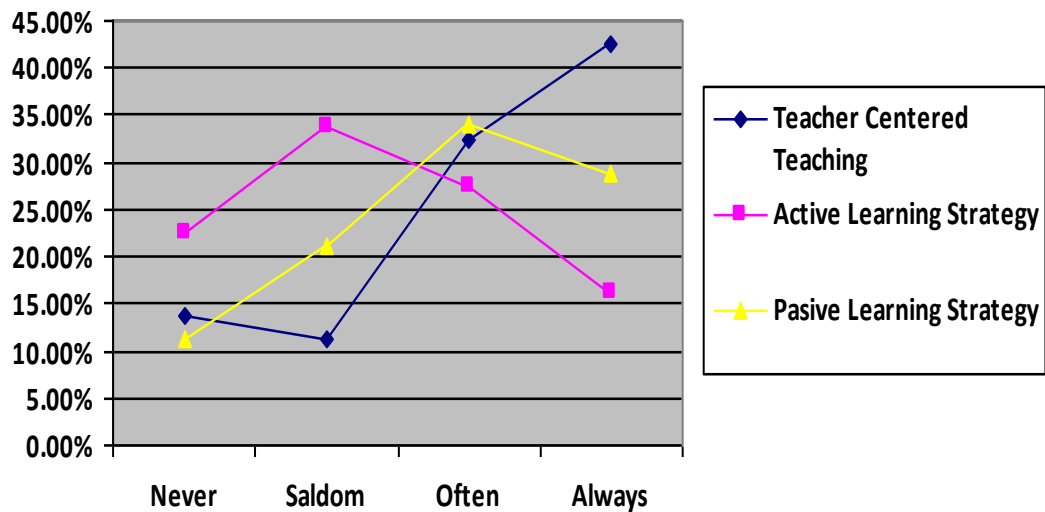
There is no single teaching method suitable for all language learners: A combination of active and passive learning methods helps students in their learning. This states that student interest can be enhanced by various approaches to teaching. Active learning methods implemented by the teacher are cooperative approaches and problem-based learning approaches.

**Table 4.3.1 students' perception of teacher' teaching  
and learning experience**

Num	Statement	Never	Seldom	Often	Always	R
Teacher vs student centered						
1	The teacher prevents us from making mistakes by explaining things carefully	2 10%	2 10%	8 40%	8 40%	20
2	the teacher asks us to work through practice exercise	- 0%	- 0%	7 35%	13 65%	20
3	the teacher tells us which	-	5	6	9	20

	question to attempt	0%	25%	30%	45%	
4	the teacher expect us to follow the textbook closely	9	2	5	4	20
		45%	10%	25%	20%	
		<b>13.75</b> <b>%</b>	<b>11.25</b> <b>%</b>	<b>32.5</b> <b>%</b>	<b>42.5%</b>	
Active learning strategy						
5	I discuss my ideas in a group or with my friends	3 15%	6 30%	7 35%	4 20%	20
6	I ask the teacher when I do not understand	6 30%	7 35%	4 20%	3 15%	20
7	I look for different ways to solve problems	1 5%	10 50%	7 35%	2 10%	20
8	I make my own question and methods	8 40%	4 20%	4 20%	4 20%	
		<b>22.5%</b>	<b>33.75</b> <b>%</b>	<b>27.5</b> <b>%</b>	<b>16.25</b> <b>%</b>	
Passive Learning Strategy						
9	I listen while the teacher explain	1 5%	1 5%	12 60%	6 30%	20

10	I copy down the method from the board or textbook	1 5%	5 25%	11 55%	3 15%	20
11	I work on my own	5 25%	4 20%	4 20%	7 35%	20
12	I attempt easy problems first to increase my confidence	2 10%	5 25%	7 35%	6 30%	20
		<b>11.25</b> %	<b>18.75</b> %	<b>42.5</b> %	<b>27.5%</b>	



## B. DISCUSSION

This part presents the discussion of the research findings. Based on the result of teacher's interview, the teacher had some strategies applied in teaching



English at (XI MIPA 3) class. The teaching strategy used by the teacher in teaching English.

### **Teaching EFL Strategies Applied by the English Teacher at SMAN 06 Kota Serang**

This part presents the research finding found in the field by conducting observation and interview. It related to the teaching strategies used in teaching English at SMAN 06 Kota Serang. After the researcher investigated the teaching strategies in teaching English, the researcher got needed data. From the result of observation and interview the researcher got similar answers among the subject related to teaching strategies in teaching English. Based on the teacher's answer the researcher could get the point that all the strategies very effective in teaching English. Because, the teacher very creative when delivered the material. The teacher also said by applying the strategies, the students more anthusias during teaching and learning process. From explanation above, that there were many strategies in teaching English. The finding on the teaching strategies in teaching English at SMAN 06 Kota Serang were summarized:

Lesson activity found in this class, the study revealed that the communicative language teaching (CLT) and Audio Lingual Method (ALM) were used in EFL classes in 11<sup>th</sup> SMAN 06 Kota Serang. As facilitators in CLT, Cooperative learning was strategy in which small group of students work together on a common task. Students had more opportunities to actively participate in their learning, question, and challenged each other, shared and discussed their ideas, and the teacher must active and give attention more. Facilitated students during

individual and group works. For example, sometimes the teacher guided students in their assignments: correcting mistakes, motivating, clarifying things students did not understand fully, etc. Most students understood the English instructions, questions and explanations in-between the activities. Reading aloud and repetition were found in many activities, such as reading and conversation. This strategy enabled students to practice their pronunciation and understand the meaning of words more easily and Audio-Lingual Method.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion of the research. Conclusion is summarize the result of the discussion based on the research problems. So, it summarize about the teaching strategies used in teaching English. While, the suggestion is the researcher recommendation based on the result of the research for having better result in teaching and learning English.

#### **A. Conclusion.**

From the result of the research that has been discussed in chapter IV, the researcher can conclude that:

1. Brainstorming, pair-work, group-work, drills, spelling activities, debates, games, and songs were the preferred strategies teachers used in 11<sup>th</sup> SMAN 06 Kota Serang. These types of activities provided students more opportunities to communicate and use the language. In the classrooms observed, simple teaching tools, such as projector for watch a video, textbooks, worksheets, and whiteboard played a major part in teaching and learning. The instruction and questions were done in English
2. The interviews disclosed that the teacher tended to switch to another strategy and chose the easiest one whenever they felt the previous strategy the employed did not make the students understand. The easiest strategies to use were those not involving English, either translation or code switching, or both.

It was generally found that an ideal EFL teacher for senior high school should be a professional with knowledge of the language, skills and ability to apply activities at

class more importantly an ideal EFL instructor should be a good model to students, and teachers thought that an ideal EFL instructor should also have a positive attitude toward the teaching profession. In addition, an ideal EFL instructor should be active, friendly, caring, polite, and adaptable. During the interviews, the teachers expressed their belief that the teaching of English as a foreign language (TEFL) methodology, was suitable and effective. But in higher grade-levels, teachers sometimes felt it was necessary to adapt learning activities, based upon student abilities and constraints in classroom settings.<sup>19</sup>

3. The results of the study are explained in the table that the average value of the passive teaching strategy is 55%, in this case the majority of respondents only copy from the board or textbook. The student learning process is controlled and influenced by the teacher, because the majority of students regard the teacher as a source of knowledge. The majority of respondents only listen to the teacher applying teaching material with the highest average value of 60%. The results of the study provide information for teachers to motivation and stimulate students to find new ideas through active participation during the English learning process. So that teachers can create an atmosphere of a comfortable class and fear-free learning environment.

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<sup>19</sup> *Procedia-social and behavior Science 88(2013) page 310, available online at [www.science direct.com](http://www.science direct.com) (Teaching method, approached and strategies found in EFL Classroom)*

## **B. Suggestion**

Based on the result of the research findings the researcher would like to give some suggestions for the following people:

1. For the English teacher

Every student has different ability, creativity, characteristic and interest. So, the teacher should understand what the students need based on their differences. The teacher must use suitable strategies in teaching them to help her students to support their student's learning in order to become successful language learners.

2. For the other researcher

For the other researchers who want to conduct a research about teaching strategy, the result of the study can be used as an additional reference for further research with different discussion domain of teacher's teaching.

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