

**ENGLISH STUDENTS' STRATEGIES AS PRESERVICE TEACHERS IN
THE PROGRAM OF "PENGENALAN LAPANGAN PERSEKOLAHAN
LANJUTAN" AT SENIOR HIGH SCHOOL**



A THESIS

By:

NURJANNAH

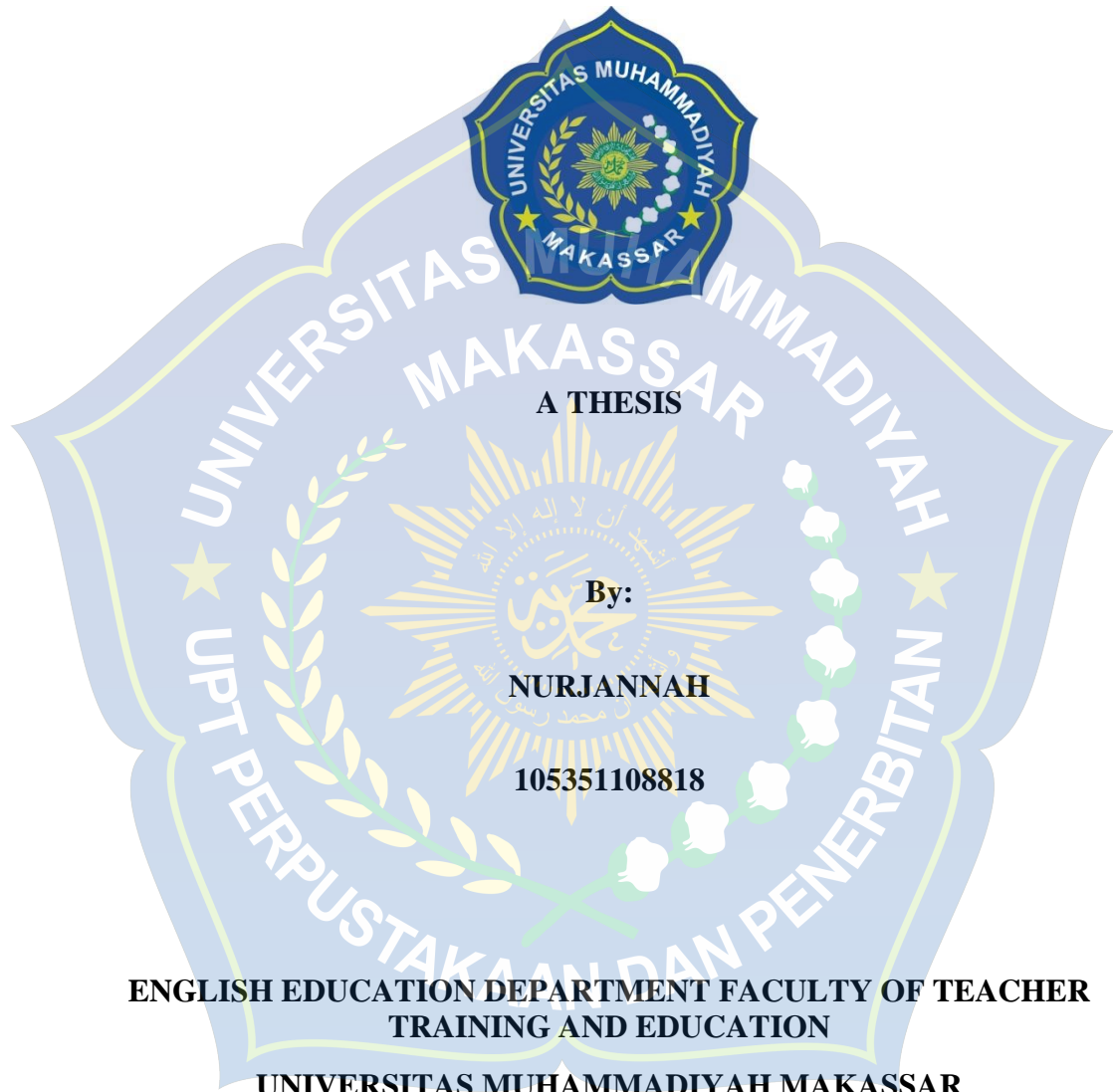
105351108818

**ENGLISH EDUCATION DEPARTMENT FACULTY OF TEACHER
TRAINING AND EDUCATION**

UNIVERSITAS MUHAMMADIYAH MAKASSAR

2024

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2024



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Skripsi atas nama **Nurjannah NIM 105351108818**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 005 Tahun 1446 H/2025 M, tanggal 03 Rajab 1446 H/3 Januari 2025 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Sabtu 11 Januari 2025**.

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11 Januari 2025 M

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 Department : Pendidikan Bahasa Inggris
 Title : English Students' Strategies as Preservice Teachers in the Program of "Pengenalan Lapangan Persekolahan Lanjutan" at Senior High School.
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| 27/03/2024 | I-V | Abstract Finding and Discussion Conclusion and Suggestion | |
| 2/05/2024 | I-V | Abstract Table of Content conclusion | |

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Judul Skripsi : English Students' Strategies as Preservice Teachers in the Program of "Pengenalan Lapangan Persekolahan Lanjutan" at Senior High School.

Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri, dan bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.

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Yang Membuat Pernyataan


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Yang Membuat Pernyataan


Nurjannah

MOTTO

So once you have fulfilled (your duty), strive (in devotion), turning to your Lord (alone) with hope.

(Q.S Al-Inshirah: 7-8)

DEDICATION

I dedicated this thesis for my beloved parents, my brother and sisters, my family, and my friends who always support me and encourage me throughout my pursuit for education.

ABSTRACT

Nurjannah. 2024. English Students' Strategies as Preservice Teachers in the Program of "Pengenalan Lapangan Persekolahan Lanjutan" at Senior High School. Thesis. English Education Department Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar (supervised by Umami Khaerati Syam and Ariana)

This research aimed to find out the kinds of teaching strategies that used by English students' as preservice teacher in PLP Program at Senior High School. This research was conducted in SMA Muhammadiyah 9 Makassar using observation as a tool to obtain the data. The data then summerized, reduced and focused on the main thing, the data then get display, then got conclude. The participant of this research were English students' that have experience as preservice teacher at Senior High School, it consisted of 2 person.

The research findings showed that the most teaching strategies they used were classroom discussion and socratic method, then demonstrating strategy and debriefing. Classroom discussion, there is discussion between teacher and students during teaching-learning process. Socratic method, using answer as a tool to know the deep of the student's knowledge. Demonstrating strategy using example or experiment to explain material content. Debriefing, in this strategy, teacher provide a forum for sudents to reflect on their experiences and learn form their mistake.

Keywords: *Teaching Strategy, Preservice Teacher, English students*

ABSTRAK

Nurjannah. 2024. Strategi Mengajar Mahasiswa Bahasa Inggris sebagai Guru Prajabatan dalam Program “Pengenalan Lapangan Persekolahan Lanjutan” di SMA. Tesis. Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar (dibimbing oleh Ummi Khaerati Syam dan Ariana).

Penelitian ini bertujuan untuk mengetahui jenis Strategi Mengajar yang digunakan oleh Mahasiswa Bahasa Inggris sebagai Guru Prajabatan dalam program PLP di SMA. Penelitian ini dilakukan di SMA Muhammadiyah 9 Makassar menggunakan observasi sebagai alat untuk mengumpulkan data. Data tersebut kemudian dirangkum, dikurangi, dan berfokus pada hal yang penting, data tersebut kemudian ditampilkan untuk menyeleksi informasi yang akan diambil atau dibuang, kemudian data tersebut disimpulkan. Partisipan dari penelitian ini Mahasiswa Bahasa Inggris, yang memiliki pengalaman sebagai guru prajabatan di SMA yang terdiri dari 2 orang.

Temuan penelitian ini menunjukkan bahwa strategi mengajar yang paling sering digunakan adalah diskusi kelas dan metode sokratis, kemudian strategi demonstrasi dan pembekalan. Diskusi kelas, terjadi diskusi antara guru dan siswa dalam proses belajar-mengajar. Metode sokratis, menggunakan jawaban sebagai alat untuk mengetahui kedalaman pengetahuan siswa. Strategi demonstrasi, menggunakan contoh atau eksperimen untuk menjelaskan materi ajar. Pembekalan, dalam strategi ini, guru menyediakan sebuah forum untuk siswa untuk merefleksikan pengalamannya dan belajar dari kesalahan mereka.

Keywords: *Strategi Mengajar, Guru Prajabatan, Mahasiswa Bahasa Inggris*

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In writing this thesis, the researcher realized that there was a lot of assistance, support, advice, and direction given by many parties. Therefore, with all humility, the researcher would like to express her highest appreciation to:

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Makassar, Maret 2024

The Researcher

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CHAPTER I

INTRODUCTION

A. Introduction

Teaching is closely related to learning, the student's activity of appropriating this knowledge. Teaching is a process to do for effective learning. Teaching is a practice carried out by a teacher that has the goal of passing on skills (knowledge, know-how, and interpersonal skills) to learners, students, or other audiences in the context of an educational institution. Chessex-Viguet based on (Phukan Baruah & Chetia, 2023) teaching is also part of a wider conception of education. Based on the perspective above teaching is closely related to learning, the student's activity of appropriating this knowledge. Teaching is a process to do for effective learning.

According to Mintzberg in (Kühl, 2024), defined strategy as a pattern in a stream of actions. Kvint in (Nwakanma, 2023) defines strategy as "a system of finding, formulating, and developing a doctrine that will ensure long-term success if followed faithfully." while Henrik von Scheel defines the essence of strategy as the activities to deliver a unique mix of value – choosing to perform activities differently or to perform different activities than rivals (Zeng, 2020). Then, it could be said that strategy is thoughtful planning to do something.

Based on the definition of teaching and strategy before, we can conclude, teaching strategy is the thoughtful planning to teach.

This is in line with what Lawton Sarode defines, “teaching strategy is a generalized plan for a lesson(s) which include structure desired learner behavior in

terms of goals of instructions and an outline of planned tactics necessary to implement the strategy” (Saputra, 2023).

Preservice teacher preparation refers to the education and training provided to the preservice teacher before they entered the teaching profession. This education usually takes place in a college or university setting that has courses and experiences that have been defined by state-level requirements for teacher certification. Some of research indicates that teachers who have knowledge about child and adolescent development are better able to design and carry out learning experiences in ways that support student (Bridget K. Hamre & Robert C. Pianta). Lortie spit the fact that teachers are highly likely to teach in the way they themselves were taught. From that statement, teacher most likely teaching their student the way they were taught in classroom in the past. This makes teachers' frames of reference very important, as teachers use these frames of reference to interpret the situations they face, understand what is happening in their classrooms, and make decisions about what to do next. Preservice teacher education is ideally positioned is located in between teachers' past experiences as students in classroom and their future experiences as teacher in classroom.

Based on the explanation above, this research will focus on teaching strategy related to the title “English Students’ Strategies as Preservice Teachers in the Program of “Pengenalan Lapangan Persekolahan Lanjutan” at Senior High School”.

B. Problem Statement

Based on the previous background, the researcher states that the problem statement of this research is, “What kinds of teaching strategies are used by English students Universitas Muhammadiyah Makassar as preservice teachers in PLP Program at Senior High School?”

C. Research Objective

Related to the problem statement, the objective of the research is to find out the kinds of teaching strategies that used by English students’ as preservice teacher in PLP Program at Senior High School.

D. Significance of Research

1. Teacher

The researcher hopes that this research can give the teacher preference to their teaching style. They could more understanding kind strategy that they are teaching. And they could be more creatively to arrange the class in order to make improvement in teaching.

2. Student

The researcher hope that the students skill in learning can be improved, because the students have a slightly reference about it.

3. Researcher

This research could be used as a preference in teaching strategy for the next researcher.

E. Scope of the Study

The researcher limits this research by the situation English students' as Preservice Teachers. The subject is English Students' of Unismuh Makassar that go through preservice teacher education in the Program of "Pengenalan Lapangan Persekolahan Lanjutan" at Senior High School.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Relates Findings

The researcher attempted to give a review of numerous connected literatures dealing with certain linked study findings in this section. The researcher has conducted numerous studies on the use of the strategy, approaches, methods, techniques, or media in inspiring learners to develop their speaking abilities. The following are only a few of them:

Diana, Akhsan (2022) stated that the result of the research is lecturers use the lecture method to optimize the time used during learning process and easy to understand, however, this method will make student feel more bored and feel sleepy, because, in this method, only the lecturers are active in the teaching and learning process, while the students in a passive position.

Hafeez (2021) stated that training the teacher's plays an important role in choosing the best teaching method and improves the academic achievements and interests of students. The student's academic achievements and interests were increased before and after the training of the teachers taught by lecture, discussion, inquiry, and demonstration teaching methods. Of the four teaching methods studied, the demonstration teaching method is the most effective and the lecture teaching method occupies the last place.

Ökmen & Kılıç (2021) stated that the lesson study method improved the knowledge and usage skills of pre-service teachers' student-centered methods and techniques, positively affected the pre-service teachers' views of the teaching

profession, and developed their beliefs about being successful teachers. Pre-service teachers should begin their profession with training on the lesson study method to effectively implement it.

The conclusion of the researchers above is that pre-service teachers and teachers have an important role in choosing suitable teaching methods for their students so that student achievement and interest are in the optimal range.

Related to the previous findings above, the researcher conducted her research with different teaching method. The previous finding focus on impact of teaching method, while in this research the researcher focusses on observing the teaching methods that used by pre-service teachers.

B. Concept of Teaching

Definition of teaching, learning, teaching method, kind of teaching method, preservice teacher, the impact of choosing the right method for student

1. Definition of Teaching

It is undeniable that teaching is a process that is greatly explored by academicians, and yet what we know about it is only a glance because teaching is a complex activity. Based on Stones, learning is also the most complex phenomenon that happens on the planet (Lee Shing, 2013). Teaching and learning are two different activities that need to work together without cooperation, effective learning will not occur. But it is a difficult job you could find because “learning is the most complex phenomenon on the planet”. Teaching is very closely related to learning, the student’s activity of appropriate this knowledge. Teaching is a process to do effective learning, but in order to make it effective, the teacher and the student

need to work together, as Shulman said in (Lee Shing, 2013) teaching is an activity whereby the teachers and students working jointly.

2. Definition of Strategy

Mintzberg in (Kühl, 2024), defined strategy as a pattern in a stream of decisions to contrast with a view of strategy as planning. While Kvint in (Nwakanma, 2023) defines strategy as "a system of finding, formulating, and developing a doctrine that will ensure long-term success if followed faithfully." while Henrik von Scheel defines the essence of strategy as the activities to deliver a unique mix of value – choosing to perform activities differently or to perform different activities than rivals (Zeng, 2020).

From those theories, it could be said that strategy is the thoughtful planning to do something.

3. Definition of Teaching Strategy

This is in line with what Lawton defines, "teaching strategy is a generalized plan for a lesson(s) which include structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy" (Saputra, 2023).

4. Kind of Teaching Strategy

Teaching methods/strategy, consist of the principles and methods used by teachers to enable student learning. These strategies are defined partly by the subject matter to be taught and partly by the nature of the students. For a particular teaching method to be appropriate and efficient, it must consider the students, the nature of the subject matter, and the type of learning expected.

a. Lecture Strategy

A lecture is an oral presentation intended to present information or teach people about a particular subject, for example by a university or college teacher. Although lectures are widely criticized as a teaching method, universities have yet to found a practical alternative teaching method for most of their courses. This strategy have some advantages, that is students got a rapid exposure to new material, greater instructor control in the classroom, an engaging format, which can complement and clarify lecture material, and facilitate large-class communication. Even though this strategy frequently mentioned disadvantages include: placing students in a passive (rather than active) role, which may make student feel sleepy and bored (Diana, 2022), encouraging one-way communication, requiring significant out-of-class time for students to engage with the material, and requiring speakers to have effective speaking skills.

b. Demonstrating Strategy

Demonstration involves showing by reason or proof, explaining or making clear by use of examples or experiments. Put more simply, demonstration means 'to clearly show'.

Demonstration are very often used as a tool to help communicate ideas in chemistry Sue M. et al. (2003). Teaching through demonstration has been proven to make student understanding and retention in a study that specially focuses on chemistry demonstration. However, the demonstration can also be used as a measuring tool for student learning.

c. Collaborating Strategies

Collaboration is the process of two or more people, entities, or organizations working together to complete a task or achieve a goal. Collaborating has similarities to cooperation. It requires leadership, although it is more decentralized (Marinez-Moyano (2006).

d. Classroom Discussion

This strategy can enhance understanding, widen student perspective, increasing confidence (M. B. Jackie and Napolitano Ralph, 2014). An effective class discussion can be reached by eliciting more questions among the students, paraphrasing the information received, using questions to develop critical thinking with questions like "Can we take this one step further?" "What solutions do you think can solve this problem? Etc (Petrina, 2007).

e. Debriefing

According to debriefing.com, the term "debriefing" refers to conversational sessions that revolve around the sharing and examining of information after a specific event has occurred. Depending on the situation, debriefing can serve a variety of purposes. This process involves an awareness of a cycle that students may have to be guided to completely debrief. Teachers should not be overly critical of relapses in behaviour. Once the experience is completely integrated, the students will exit this cycle and get on with the next.

f. Field Trips

According to Cui (2015) a field trip is an organized journey by a group of people to a place away from their normal environment for non-experimental research.

According to the Stephne Peerse foundation (2020), participating in field trips allows students to gain a unique experience outside of the classroom. Students have not only fun but also interact, immerse, and plunge practically through a hands-on experience. Behrendt & Franklin (2014) described FTs as students' experiences outside of the classroom in interactive locations designed for educational purposes.

In this strategy, it is allowing students' involve deeper in new environment also increasing their curiosity about given subject because it is a unique cultural learning experience.

Field trip - A learning activity designed to achieve certain defined objectives, related to an educational unit, which takes students away from the school building for a period of time. The field trip in this sense is used as one of the teaching methods within a larger teaching strategy.

g. Project Method

Zuofa & Olori describes this method as the cooperative study of a real life situation in a class under the auspices of a teacher or facilitator. The teacher's role in this method is not dominant, but he/she acts as guide, advisor, coordinator (Papandreou, 1994), and facilitator.

The project method is more focused in learner than teacher and their action to engage in group so that they can have better performance.

h. Group Work

An important goal of group work (GW) is to stimulate language fluency. In the language classroom, GW is a strategy that allows students to discuss problems or engage in activities together with other students in a less stressful atmosphere (Harmer, 1991).

Group work or cooperative learning has become part of modern methodologies in teaching and learning. Group work is usually seen as a comprehensive core idea for various modes of teaching, whereas collaboration is more of a specific idea that can be incorporated into the broader concept of cooperation (Chiriac, 2014).

Group work offers a powerful way for teachers to engage students, to increase the quality and challenge of tasks students have experienced, provide students with opportunities for group learning, and minimize the burden of assessment (Gibbs in Bentley & Warwick, (2017). Group work requires the responsibility of each person in the group. If one member of the group does not perform well, then group failure can occur.

i. Socratic Method

The Socratic Method is a tool used in classroom instruction and evaluation based on questions and discussions lead by the learners (Peter & Elder 2008).

Socratic questioning involves using questions to thoroughly evaluate a person's thinking. The questions used are designed to assess the quality of the answers that are given. This type of question should be used to examine the accuracy, rigor, depth, clarity, relevance, and breadth of arguments made by

students (Paul & Elder, 2007). There are three types of questions used in Socratic Questioning: spontaneous, exploratory, and focused (Paul & Elder, 2008).

j. Brainstorming

Brainstorming is a method of thinking that is used to find or discuss ideas. Brainstorming is a technique used to encourage individuals to generate ideas and come up with a list of possible solutions to a certain problem.

Ibnian (2011) believes that the use of the brainstorming technique highly contributed to enabling learners generate ideas, exchange opinions and crystallize new thoughts about the raised topics, a fact that positively affected their performance on the post-essay writing test.

This method gives students strength to develop their ideas before writing (Kendall & Khuon, 2006). It requires them to think critically.

Brainstorming is also a fun, useful, and creative thinking technique that can be used to start solving problems, Hellmut R. Lang & David N. Evans. (2006). It can be done individually or in groups across a range of subjects. This means that brainstorming is a technique that makes it easy to access ideas in the mind both individually and in a group. The major principle of brainstorming is to let the student give ideas flow without judging them, and always give them spirit to pouring their idea.

k. Role-Play

According to Oxford Dictionary (2015) role play is acting out the role of a particular person or character, for example as a technique in training or psychotherapy. Role play is a method that requires students to act out certain roles by speaking, acting, and sharing (Altun, 2015)

Role-playing is a technique that can develop students' fluency in the target language, get students to speak or interact with others in the classroom, increase willingness and make teaching and learning more fun and exciting.

1. Simulation

As a teaching method, simulation can be particularly powerful when used in social environments to build students' understanding of the role that ethics play in everyday life (Weidman & Coombs, 2016)

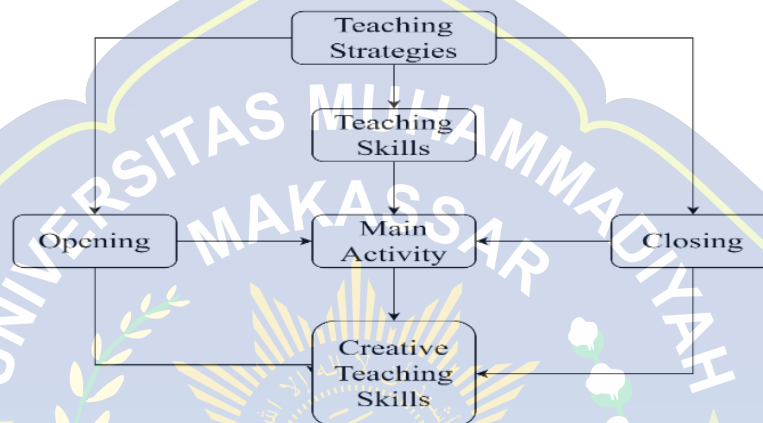
Integrating structured simulations, students are led to apply and practice negotiation and compromise, as well as collaboration and collective problem-solving, which is essential in the 21st century. Students can also learn to respect differing points of view, practice taking different roles on a team, and learn to listen to other team members. Perhaps the most powerful aspect according to Weidman & Coombs (2016) is, "simulations allow teachers to make abstract ideas real".

5. Preservice Teacher

Preservice teacher preparation refers to the education and training provided to preservice teacher before they entered the teaching profession. This education usually takes place in a college or university setting that has courses and experiences that have been defined by state-level requirements for teacher certification. More than a decade of research indicates that teachers who have knowledge about child and adolescent development are better able to design and carry out learning experiences in ways that support student social, emotional, and academic competence, and enhance student outcomes (Bridget K. Hamre & Robert C. Pianta).

Preservice teacher education is ideally positioned to bring a change in thinking. It is located in between teachers' past experiences as students in calssroom and their future experiences as teacher in classroom. Teacher may develop some ideas that could become a guide in their future practice.

C. Conceptual Framework



Adopted and modified from Hafeez, M. (2021)

Figure 2.1 Conceptual Framework

Based on the diagram conceptual framework above , this researcher analyzed teaching strategies that used by English students in classroom. In collecting the data, the researcher using questionnaire. In this research, the researcher used a qualitative method. The researcher used descriptive method to describe, identify and explain the phenomena based on facts in the field.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used qualitative methods to gathered data that served as evidence using questionnaire. According to Cresswell in (Hesti, 2023) qualitative research is a research with an approach to understanding the meaning of individual or group and exploring social or human problems. While, based on Firestone William A that qualitative research m experience from the perspective of those who act, while they act, by using descriptions and quoting them directly (Cecilia, 2022). And, Sutopo stated that qualitative is a research intended to describe and analyze a phenomenon, event, social activity, attitude, perception of certain individuals or perceptions of each individual and certain groups. So, it can be concluded that descriptive qualitative trying to describe a phenomenon happens in social then turn it into words.

B. Subject of the Research

Subject of this research were English students' that have experience as preservice teacher at Senior High School, it consisted of 2 person as participant. This research conducted at SMA Muhammadiyah 9 Makassar academic year 2023/2024.

C. Research Instrument

An instrument was a tool to acquired data. The researcher used observation, and documentation as the tool to gathered the data.

Observation is a technique to obtain supporting information for data in research. Just as like Arikunto stated in (Nurfadhillah, 2021) that observation is direct observation of an object in its environment that still ongoing or in the research stage using the five sense. This data collection technique used to aimed collect data after observed the subject in teaching-learning process without interrupted them.

This research used observation to collected data, then turn the result into words.

D. Data Collection Procedure

The data that is required to study experience requires that it comes from intensive exploration with participants. Producing findings from these data require analytic tools specifically designed to work with languaged data.

“In contemporary usage, data has come to mean an array of information, as in data set or data bank” (McLeod, 2001).

In this research, there were several process in the data collection that carried out in this study.

1. The researcher contacted the English teacher to find out the English students teaching schedule.
2. The researcher went to the research location to observed English students while they were teaching-learning process.
3. The researcher gave the questionnaire to the English students.

The researcher conducted a survey and records the responses from English students to obtain information about kinds of teaching strategies they used.

E. Technique of Data Analysis

This study used qualitative data analysis technique. Data analysis techniques of qualitative research, content analysis can be defined as Krippendorff said “a research technique for making replicable and valid inferences from data to their context” (Kitto, 2023). Then, Sirajuddin Shaleh (2017) stated that the data analysis in this study included several steps or stages; data reduction, data display, and make conclusions or interpretations.

More clearly as follows :

1. Data Reduction

Reducing data means summarizing, choosing the main thing, focusing on the things that are important, as well as being sought theme and pattern. Thus the reduced data have provide a clearer view, and make it easier for researchers to conduct further data collection, and look for it if necessary. In this step, the irrelevant data was reduced and the needed data was included and the researcher must to understanding and recognized the main part which is reasonable to addresses which had planned.

2. Data Display

After the data is reduced, the next step is presenting data. According to Miles (2014), the most frequently used to present data in qualitative research. With the presentation of data, it was make it easier to see what information ought to be diminished or taken.

3. Drawing Conclusion

The conclusion is the final stage in data analysis. The conclusion in qualitative research is new findings that have never before exist. Findings can be in the form of description or description of an object. This conclusion could be a hypothesis or theory. At this stage, the researcher begins to see and examine all the data then tells by making connections between stories, so that the researcher gets the results an.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

In this research, the researcher used observation and questionnaire to collect the data to answer the research question that is related to the English students' strategies as preservice teachers in the program of "pengenalan lapangan persekolahan lanjutan" at senior high school.

In collecting data, the researcher used observation and questionnaire to find out the kind of teaching strategies that English students use as preservice teachers in the program of "Pengenalan Lapangan Persekolahan Lanjutan" at SMA Muhammadiyah 9 Makassar. The result of this research indicated that the most strategy used by them are classroom discussion and Socratic method, and the next most used were demonstrating strategy and debriefing.

1. Classroom Discussion

- a. There is discussion between teachers and students, happened exchange for develop students' capabilities or skills and/or expand students' understanding.

Preservice teachers explain the material in order first, then students with poor understanding can ask questions, and then the teacher answers the questions, this continues and there is a discussion between the two sides during the lesson related to the material of personal letters and preservice teacher give other student chance to give the right answer. This activity is for expanding students' understanding.

b. Teachers question students, take up, revoice, and press students' idea, structure and steer the conversation toward the learning goals.

Preservice teachers suddenly ask questions related to the material that has just been explained, and in the process, preservice teachers certainly direct students so that their understanding is in line with the personal letter material.

c. Teachers enable students to respond to one another's ideas by stepping back to listen, moderate and facilitate students' interactions.

The preservice teacher watches and controls the discussion and provides opportunities for activities so that students' interactions with each other go well.

d. Teachers ensure that the content under discussion is represented accurately, and bring the discussion to a meaningful close

The preservice teacher in the middle of the discussion, stopped the discussion to clarify the material discussed and made the discussion more valuable.

e. Teachers make in-the-moment judgments about when to ask another question and when to allow for wait time to give students a chance to consider what has been said and to formulate their responses

Preservice teachers cut the discussion about structure of personal letter among their students', and move to another question about the purpose of the personal letter that the students' talk before.

2. Socratic Method

a. Teacher led discussion (learning process) with question from the learners

Preservice teachers provide opportunities for students to ask questions, shortly after explaining the material, and preservice teachers provide opportunities for other students to provide an answer, if other students give the wrong answer the preservice teacher guides students to the correct answer.

b. Using answering as a tool to know how deep the student's knowledge is

Preservice teacher ask one or two student, and listen how deep their understanding about the content that already explain. And this activity happen two or three times in one meeting.

c. Teacher avoid telling students what they should or should not know through lectures and explanations or demonstrations with visual and audio materials.

Preservice teacher students guide students with some examples of personal letter that written on whiteboard and explain the content without telling them what they should know or should not know. And give student chance ask something that they less understand later.

d. While in the teach-learning process, students learn skilled performance

Students learn to deliver their opinions well and asks politely toward teacher or their friend.

e. Classroom interaction occurred between the students and their texts, teachers, and other students during the observed lessons.

Preservice teacher students guide students with some examples of personal letter that written on whiteboard. Preservice teacher provide opportunities for students to ask questions, shortly after explaining the material, and preservice teachers give some chance for other students to provide an answer.

3. Demonstrating Strategy

a. Using Example or experiment to explain teaching-learning process

Preservice teachers give some examples of personal letter in whiteboard, they also write the structure of personal letter. And guide students to answer the personal letter.

b. The learners understand the concept in a best way to solve the real-life problems

One of the real-life problems that probably occurred in real-life is give an answer of personal letter. Students understand how to answer a personal letter, whether they want to refuse, or agree to come if that is invitation.

c. It could improve the comprehension skills of the learners

Students learn structure and purpose of personal letter. And to give an answer, students should know the purpose of personal letter that mention earlier.

- d. Requires a proper place and equipment to perform the demonstration

Without a proper place and equipment, LCD does not function normally.

4. Debriefing

- a. The teaching activity to stimulate student identified the different perceptions and attitude that have occurred

Preservice teacher stimulate student to give different answer towards invitation personal letter. Students understand how to answer a personal letter. Whether they want to refuse, or agree to come if that is invitation.

- b. Teachers provide a forum for students to reflect on their experiences and learn from their mistakes

The preservice teacher creates a forum for discussion by asking students questions about the material that has just been explained, and giving another student the opportunity to answer, if it is still inaccurate, the preservice teacher could adds and clarifies the answer.

- c. Teachers guide students with question and answer session through reflective process about their learning

Preservice teacher give opportunities for students to ask questions and other students to give an answer, if other students give the wrong answer pre-service teachers lead students to the correct answer.

d. Giving students opportunity to receive feedback on the nature of one's involvement, behavior, and decision making

Preservice teacher give students opportunities receive feedback from their friend and still moderate the discussion, and cut the discussion to lead student answer.

B. Discussion

In the previous section, the researcher presented the result of observations made to English preservice teacher in class 11 of SMA Muhammadiyah 9 Makassar. In this section, the author presented the result of observations and discussions of research result from observation.

The researcher has completed her research on grade 11 at Muhammadiyah 9 Makassar. The objective of the research was to find out the kinds of teaching strategies that used by English students' as preservice teacher in PLP program at senior high school. Observation have been used in this research. Based on the result of observations that have been classified there four of teaching strategy that most strategy were used by English students' as preservice teacher in PLP program at senior high school as follows classroom discussion and socratic method, and the next most used were demonstrating strategy and debriefing.

1. Classroom Discussion

Classroom discussion is strategy that can increase understanding, widen student perspective, boost confidence. According to the research by Miles, entitled "*Increasing Comfort & Inviting Behavior Change, Effectiveness of a Classroom Discussion Teaching Technique*". The result revealed that after using

discussion technique, the participant has increased their voluntary participation, their willingness to listen and to understand others also increase, students become more open and comfortable sharing their thoughts in teaching-learning process. Petrina (2007) stated, an effective class discussion can be reached by eliciting questions, initiating, blocking, clarifying and summarizing ideas that appear among the students.

Based on the research, the English preservice teachers used technique that Petrina stated above by asked questions related to the content at students, direct students so their understanding is in line with the content, stopped the discussion to clarify the material so the content represented accurately, and cut the discussion then move to another question. Classroom discussion could go well because the pre-service teachers were able to control and moderate the discussion while still facilitating student interaction.

2. Socratic Method

Socratic method is a tool used in a classroom. Socratic use questions to thoroughly evaluate a person thinking. Not only that, based on Manurung & Siregar (2018), entitled "*Developing Students' Critical Thinking on Speaking Through Socratic Questioning Method*" socratic also could improve their speaking performance and critical thinking. Socratic method could also use as a tool to challenging students as much as possible (Garlikov).

Based on the observation in the class, Preservice teachers give opportunities for students to ask questions, shortly after explaining the material, and preservice teachers give chance for other students to provide an answer. In these simple

activity, students may improve their speaking ability in deliver their opinions well, while preservice teacher observe the students knowldege through their answer about the content that written on whiteboard. And it's challenging for students to get a right anwser through their peers, wrong answer may occur in the middle of air, preservice teacher led students to get a right answer or stop for a moment and clarified it.

3. Demonstrating Strategy

Demonstration involves showing by reason or proof, explaining or making clear by use of examples or experiments. Put more simply, demonstration means 'to clearly show'. Demonstrating using example or experiment to explain in teaching-learning process.

Based on the research, preservice teacher using example for teach students, then the preservice teacher led students making their own personal letter for giving respond to personal letter that written on whiteboard, wheter they agree wanna come or not. Demonstration elevate comprehension skill the students by learn structure of personal letter so students could understand the motive of the sender.

4. Debriefing

Debriefing is a conversation session that revolves around sharing and examining information after a specific event has occurred. Depending on the situation, debriefing can serve a various of purposes.

Based on research, preservice teacher give students stimulans so the students could give different attitude towards invitation personal letter.

The research related to the study entitled “*The analysis of english teaching strategies in the medical students at muslim university of Indonesia*” by Diana, Akhsan (2022). The objective of the research is to know kind teaching strategies that used in the medical students. The result of her research showed that the lecture method was the most used teaching strategy. Because these strategy could provide a lot information in front of students in a short time.

Next research related to the study by Balqis Yury Shakina , Sahril Nur, La Sunra (2019) entitled “*An Analysis of English Teachers' Online Teaching Strategies during Covid-19 Pandemic*”. The objective of the research is to find out the English teachers online teaching strategies. The results found that the most frequently used teaching strategies were cooperative learning and discovery-based learning because all students were more involved and active.

Based on description of the purpose and result of the two research above, there are similiarities and differences with this research. The similiarity is the objective of the research. The differences between this research and the two research above was the data sources, and teaching method that used. In the two research above used medical students' and teachers' as the data asources, while in this research used English students' as preservice teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher concludes by showing the results of observations and questionnaire, that the most strategy that used by English students' as preservice teacher in classroom are classroom discussion and socratic method. Classroom discussion is strategy that can increase understanding, widen student perspective, boost confidence, while socratic method use questions to thoroughly evaluate a person thinking, socratic also could improve their speaking performance and critical thinking. Then demonstrating strategy and debriefing. Demonstrating strategy using example or experiment to explain in teaching-learning process. Demonstration helps students to concentrate more efficiently towards learning through experiment. And Debriefing is a conversation session that revolves around sharing and examining information after a specific event has occurred.

The reason behind teacher prefer those strategy, those strategy allowed educator and learners more active and involve in teaching-learning process.

B. Suggestions

Based on the result of research and discussion , the researcher would like to give some suggestions as follows:

1. Suggestion for students preservice

The researcher hopes that students are able to further to further develop their teaching strategy by knowing some kind of teaching strategy that could used in teaching-learning process.

2. Suggestion for teachers

Teachers must try and combine other strategy for optimal teaching-learning process. So the students interest toward teaching-learning process could have significant impact.

3. Suggestion for other researcher

Other researcher should conduct further research with the same object but with different sight and perspective.



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APPENDICES

A. Observation Checklist

Instrument teaching strategy

| A | Lecture Strategy | Yes | No |
|---|---|-----|----|
| 1 | While teaching-learning process, it focused more on teacher | v | |
| 2 | Students become passive in teaching-learning process | v | |
| 3 | One way communication, only teacher talk in front of class | | v |
| 4 | No assessment for learners | | v |
| 5 | Teacher learns more than the learners | | v |

Fill in the blanks according that suitable in the class.

| B | Demonstrating Strategy | Yes | No |
|---|---|-----|----|
| 1 | Using example or experiment to explain or making teaching-learning process clear | v | |
| 2 | Helps to concentrate more efficiently towards learning through experiment | | v |
| 3 | The learners understand the concept in a best way to solve the real-life problems | v | |
| 4 | It could improve the comprehension skills of the learners | v | |
| 5 | Requires a proper place and equipment to perform the demonstration | v | |

| C | Collaborating Strategies | Yes | No |
|---|---|-----|----|
| 1 | Teacher arranged group that involve two or more students working together on a shared learning goal | v | |
| 2 | The teacher diagnoses the progress of the group and intervenes when necessary | v | |
| 3 | Teachers need to monitor several groups at the same time | v | |
| 4 | Teachers provide support concerning task content as well as strategies for collaboration | | v |
| 5 | Teachers asked students to explain their answers. | | v |

| D | Classroom Discussion | Yes | No |
|---|--|-----|----|
| 1 | There is discussion between teachers and students happened exchange for develop students' capabilities or skills and/or expand students' understanding. | v | |
| 2 | Teachers question students, take up, revoice, and press students' ideas, structure and steer the conversation toward the learning goal(s). | v | |
| 3 | Teachers enable students to respond to one another's ideas by stepping back to listen, moderate and facilitate students' interactions. | v | |
| 4 | Teacher ensure that the content under discussion is represented accurately, and bring the discussion to a meaningful close. | v | |
| 5 | Teachers make in-the-moment judgments about when to ask another question and when to allow for wait time to give students a chance to consider what has been said and to formulate their responses | v | |

| E | Debriefing | Yes | No |
|---|---|-----|----|
| 1 | The teaching activity to stimulate student identified the different perceptions and attitudes that have occurred. | v | |
| 2 | Teachers provide a forum for students to reflect on their experiences and learn from their mistakes | v | |
| 3 | Teachers guide students with question and answer session through reflective process about their learning | v | |
| 4 | Involved students critiquing their own performance versus having an instructor offering critique | | v |
| 5 | Giving students opportunity to receive feedback on the nature of one's involvement, behavior, and decision making | v | |

| F | Field Trips | Yes | No |
|---|---|-----|----|
| 1 | In teaching process, teacher and student leaving the school for a period of time | | v |
| 2 | It allow them to visit new places, which arouse their interest and enthusiasm. | | v |
| 3 | Student learning through experience | | v |
| 4 | Students explore real-world problems | | v |
| 5 | It bring lessons from the classroom to life through visualization, experience, and discussion | | v |

| G | Project Method | Yes | No |
|---|--|-----|----|
| 1 | Focal point of the learning process moves from the teacher to the learner, from working alone to working in groups | v | |
| 2 | Most learners' willing to participate in learning activities. Because they were less concerned with "sounding silly" | v | |
| 3 | Teachers and students collaborating design a plan | | v |
| 4 | Teachers and students collaborate develop an activity schedule | | v |
| 5 | Teacher asses the outcome of the students and both teachers and students evaluate on the learning activities and results | v | |

| H | Group Work | Yes | No |
|---|---|-----|----|
| 1 | Teacher making group in teaching-learning process | | v |
| 2 | They are assumed to share the goal of arriving at a shared solution, one on which they all agree. | | v |
| 3 | Group provides an opportunity for learners to get exposure to language that they can understand | | v |
| 4 | Group allows learners to develop fluency in the use of language features that they have already learned | | v |
| 5 | Group gives learners the opportunity to learn communication strategies | | v |

| I | Socratic Method | Yes | No |
|---|--|-----|----|
| 1 | Teacher led discussion (learning process) with question from the learners. | v | |
| 2 | Using answering as a tool to know how deep the student's knowledge is | v | |
| 3 | Teacher should avoid telling students what they should or should not know through lectures and explanations or demonstrations with visual and audio materials. | v | |
| 4 | While in the teach-learning process, students learn skilled performance | v | |
| 5 | Classroom interaction occurred between the students and their texts, teachers, and other students during the observed lessons. | v | |

| J | Brainstorming | Yes | No |
|---|---|-----|----|
| 1 | The teacher determine topic of discussion and writing the topic of discussion | v | |
| 2 | The teacher asks students to come up with ideas related to the topics discussed | v | |
| 3 | Teacher asks students to develop their ideas into a paragraph or a text | | v |
| 4 | The teacher let student give ideas flow without judging them, and clarify the ideas | | v |
| 5 | Discussing the ideas together and teacher's give the students feedback | v | |

| K | Role-Play | Yes | No |
|---|--|-----|----|
| 1 | Learning-teaching process become real-word situation | v | |
| 2 | Teacher asking students to acting out of a part to complete a task | v | |
| 3 | There is performers | | v |
| 4 | There is observer | | v |
| 5 | It may there is narrator | | v |

| L | Simulation | Yes | No |
|---|--|-----|----|
| 1 | Students are led to apply and practice negotiation and compromise | v | |
| 2 | It can be powerful when used in social environments to build students' understanding of thee role that ethics play in everyday life | | v |
| 3 | Students can express ideas clearly which is understandable and correspondences | | v |
| 4 | Students may be given a role to play or asked to complete a task in a simulated environment | | v |
| 5 | It is a teaching technique in which the behavior is not controlled and participants can bring their own experience, knowledge, and skills to solved problems | v | |

Table Observation

| | |
|------------|--|
| Opening | <ul style="list-style-type: none"> -Guru mengucapkan salam, menanyakan kondisi peserta didik, lalu mengecek kehadiran -Menjawab salam peserta didik dan berdoa bersama -Guru menggali pengetahuan awal peserta didik dan dikaitkan dengan materi yang akan dipelajari |
| Main Parts | <ul style="list-style-type: none"> -Guru mendeskripsikan materi dengan benar sehingga sangat mudah dipahami oleh peserta didik -Guru menunjukkan sikap positif terhadap materi pembelajaran dan konsisten antar ucapan dan perilakunya -Guru menyajikan materi secara berentetan dan banyak melibatkan peserta didik -Guru mengaitkan materi dengan kehidupan nyata secara jelas, disertai beberapa contoh |
| Closing | <ul style="list-style-type: none"> -Guru menyimpulkan hasil pembelajaran dengan baik dan melibatkan peserta didik -Menutup kelas dengan salam |

B. Documentation



Picture 2 Observation 15 Feb



Picture 1 Observation 16 Feb

C. Surat Pemohonan Izin Penelitian



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Web : https://fkip.unismuh.ac.id



Nomor : 15844/FKIP/A.4-II/I/1445/2024

Lampiran : 1 (Satu) Lembar

Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar

Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Nurjannah
Stambuk : 105351108818
Program Studi : Pendidikan Bahasa Inggris
Tempat/Tanggal Lahir : Pangkajene / 12-06-2001
Alamat : Mannuruki II, Mamoa 5, Lr. 2, No. 8 (Pondok Balassuka 2)

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: "English Students' strategies as pre-service teachers in the program of Pengenalan Lapangan Persekolahan Lanjutan" at Senior High School

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan
Jazaakumullahu Khaeran Katsiraan.

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
05 Februari 2024 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

D. Kartu Kontrol Penelitian



**MAJELIS DIKELITIBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : NURJANNAH
 NIM : 105351108018
 Judul Penelitian : ENGLISH STUDENTS' STRATEGIES AS PRESERVICE TEACHERS IN THE PROGRAM OF "PENGEMALAN LAPANGAN PERSEKOLAHAN/MAJLIS" AT SENIOR HIGH SCHOOL
 Tanggal Ujian Proposal : 11 NOVEMBER 2023
 Tempat/Lokasi Penelitian : MAKASSAR / SMA MUHAMMADIYAH 9

| No | Hari/tanggal | Kegiatan Penelitian | Nama Guru/terkait | Paraf Guru/terkait |
|----|--------------------------|---|-------------------------------|---|
| 1 | Senin / 12 Februari 2024 | Memorandum Surat Pengantar Penelitian | Nurmun Ulfah A., S.Pd., M.Pd. |  |
| 2 | Kamis / 15 Februari 2024 | Observasi | Nurmun Ulfah A., S.Pd., M.Pd. |  |
| 3 | Jumat / 16 Februari 2024 | Observasi | Nurmun Ulfah A., S.Pd., M.Pd. |  |
| 4 | Senin / 19 Februari 2024 | Observasi | Nurmun Ulfah A., S.Pd., M.Pd. |  |
| 5 | Kamis / 22 Februari 2024 | Memberikan kuesioner | Nurmun Ulfah A., S.Pd., M.Pd. |  |
| 6 | Jumat / 23 Februari 2024 | Mengambil kuesioner yang telah diisi | Nurmun Ulfah A., S.Pd., M.Pd. |  |
| 7 | Senin / 26 Februari 2024 | Mengambil surat keterangan pelaksanaan penelitian | Nurmun Ulfah A., S.Pd., M.Pd. |  |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |



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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Makassar ,

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar



Dr. Umni Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Dekan,
FKIP Unismuh Makassar



Enni Akub, M.Pd., Ph.D
NBM. 810 934



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E. Surat Keterangan Telah Meneliti



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS MUHAMMADIYAH 9 MAKASSAR
TERAKREDITASI B



Alamat : Jl. B. Dg. Ngirate No. 22 Tlp. (0411) 889114 Makassar
 NPSN : 40313258, NSS : 304196009120, NDS : 3019220064, E-mail : smamuh9.mks@gmail.com

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SURAT KETERANGAN

Nomor 100/III.4.A.U/F/2024

Yang bertanda tangan di bawah ini Kepala SMA Muhammadiyah 9 Makassar menerangkan:

Nama : Nurjannah
 NIM : 105351108818
 Program Studi : Pendidikan Bahasa Inggris (S1)
 Universitas Muhammadiyah Makassar
 Alamat : Jl. Mannuruki 2, Mamo'a 5 Lr. 2 Pondok Balassuka 2
 Judul Penelitian : **“English Students’ Strategies as Preservice Teachers in the Program Of Pengenalan Lapangan Persekolahan Lanjutan at Senior High School”**

Benar telah mengadakan kegiatan penelitian di SMA Muhammadiyah 9 Makassar.

Demikianlah surat keterangan ini kami berikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Makassar, 22 Februari 2024

Kepala Sekolah



Andi Ismail Yunus, S.Pd

NIP. -

F. Surat Keterangan Bebas Plagiat



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

**UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : Nurjannah
Nim : 105351108818
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

| No | Bab | Nilai | Ambang Batas |
|----|-------|-------|--------------|
| 1 | Bab 1 | 10% | 10 % |
| 2 | Bab 2 | 25 % | 25 % |
| 3 | Bab 3 | 10 % | 10 % |
| 4 | Bab 4 | 6 % | 10 % |
| 5 | Bab 5 | 0 % | 5 % |

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperiunya.

Makassar, 19 September 2024

Mengetahui,

Kepala UPT- Perpustakaan dan Penerbitan,


Nurjannah, S.Hum.,M.I.P
NBM. 964 591

Curriculum Vitae



Nurjannah is a female that was born in Pangkajene, June 12nd 2001. Second child from the couple M. Darwis and St. Murni. She started her education in 2006 in SDN 27 Samaelo and graduated in 2012. Then, in the same year, she continued her studies at SMPN 1 Bungoro and graduated in 2015. Next, she chose to continue her study at SMAN 1 Bungoro now SMAN 3 Pangkep, and graduated 2018. Furthermore, she continued to study at the Universitas Muhammadiyah Makassar majoring in English Education Department in the same year. At the end of her study, she was able to complete a thesis entitled “English Students’ Strategies as Preservice Teachers in the Program of “Pengenalan Lapangan Persekolahan Lanjutan” at Senior High School.”