

**AN INVESTIGATION OF ENGLISH TEACHERS'
STRATEGIES IN TEACHING ENGLISH**

(A Descriptive Research)



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

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ABSTRACT

Ramadhani, Dewi Nandita. 2021. *"An Investigation of Teachers Strategies in Teaching English.* Thesis, English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. (Supervised: Eny Syatriana and Muhammad Zia Ul Haq)

This study aims to obtain information about: (1) what kinds of teaching strategies are used by SMAN 2 Jeneponto teachers, (2) to what extent this strategy helps teachers in the process of learning English. The researcher used a descriptive qualitative method conducted on English teachers who teach at Jeneponto schools. Researchers used purposive sampling to get the subject in this research and the researcher used qualitative with interviews and observations as data collection techniques.

The result discussed showed that T1 used independent learning strategies, question and answer, cooperative and scientific, and T2 used Role-Playing strategies, Questions and Answers, and small group discussions. This strategy makes students better and more active in learning English. The study results conclude that the use of teaching strategies to help T1 teachers teach English is that T1 teachers use independent study to help teachers teach English. Teachers want to make their students improve their critical thinking and reading interest, and students can be more active and active in learning during the learning process. For Teacher T2 Used Role-playing, Question-answer and small group discussion. These strategies help the teacher T2 to teaching English and this strategy can make students improve their vocabulary, speaking, and reading skills and also the teacher T2 can know what are the weakness of their teaching strategies with doing evaluation to students. This research is expected to encourage other teachers to adopt some of these strategies. This study suggests other teachers apply exciting strategies to develop students' abilities. By using various strategies in teaching, it is hoped that students will not get bored and get good strategies to improve the four skills of students in English lessons, speaking, reading, writing and listening.

Keywords: teaching strategy, English teaching strategies. Teaching Roles

ABSTRAK

Ramadhani, Dewi Nandita. 2021. *"An Investigation of English Teachers' strategies in teaching English.* Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. (Dibimbing oleh: Eny Syatriana, M.Pd. dan Muhammad Zia Ul Haq)

Penelitian ini bertujuan untuk mendapatkan informasi tentang: (1) mengetahui jenis strategi apa saja yang digunakan oleh guru SMAN 2 Jeneponto, (2) sejauh mana strategi ini membantu guru dalam proses belajar bahasa Inggris. Peneliti menggunakan metode kualitatif deskriptif yang dilakukan pada guru bahasa Inggris yang mengajar di sekolah-sekolah Jeneponto. Para peneliti menggunakan wawancara kualitatif dan pengamatan kualitatif sebagai teknik pengumpulan data.

Hasilnya menunjukkan bahwa T1 menggunakan strategi pembelajaran independen, tanya jawab, kooperatif dan ilmiah, dan T2 menggunakan strategi Role-Playing, Pertanyaan dan Jawaban, dan diskusi kelompok kecil. Strategi ini membuat siswa lebih baik dan lebih aktif dalam belajar bahasa Inggris. Hasil penelitian menyimpulkan bahwa penggunaan strategi pengajaran untuk membantu guru T1 mengajar bahasa Inggris adalah bahwa guru T1 menggunakan belajar mandiri untuk membantu guru mengajar bahasa Inggris. Guru ingin membuat siswa mereka meningkatkan pemikiran kritis dan minat membaca mereka, dan siswa dapat lebih aktif dan aktif dalam belajar selama proses pembelajaran sedangkan T2 Penelitian ini diharapkan dapat mendorong guru lain untuk mengadopsi beberapa strategi ini. Studi ini menunjukkan guru lain menerapkan strategi menarik untuk mengembangkan kemampuan siswa. Dengan menggunakan berbagai strategi dalam mengajar, diharapkan siswa tidak bosan dan mendapatkan strategi yang baik untuk meningkatkan empat keterampilan siswa dalam pelajaran bahasa Inggris; Berbicara, membaca, menulis dan mendengarkan.

Kata kunci: strategi pengajaran, strategi pengajaran bahasa Inggris. Peran Guru

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9. Although she has tried to complete this research proposal as well as possible, the author realizes that this research proposal still has shortcomings. Therefore, the authors expect constructive criticism and suggestions from the readers in order to perfect any shortcomings in the preparation of this research proposal.

Finally, the author hopes that this research proposal can be useful for readers, researchers, and other interested parties.

Makassar, 16 December 2021

The Researcher

Dewi Nandita Rahmadhani



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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the introduction. The introduction consists of the background of the study, identification of the problem, limitation of the study, statement of the problem, objective of the study, and significance of the study.

A. Background of the research

English is the international language. International English is the concept of the English language as global means of communication in numerous dialects, and also the movement towards an international standard for the language Patel and Jain (2008: 6). The people usually use it either as the first, foreign or second. English is a language that is widely used for communication between people who do not have the same first language or even second language.

The process of teaching and learning English cannot be separated into two factors. They are internal factors and external factors. Internal factors come from students' individual factors: motivation, intelligence and learning style. The last factors come from students' environment; teacher's way of teaching, teaching aids and students' extrinsic motivation. These factors will influence each other in the success of the English teaching and learning process. In educating he/she has to be a designer, programmer, diagnostician, researcher, organizer, manager, innovator, educator, and advisor. Ilıc in Utami (2020).

According to Minaret et al. in Utami (2020), in the education system, students are expected to possess an increased degree of autonomy and show initiative in the

learning process, inspecting learning materials and understanding contents. Additionally, they noticed that many students are not able to use learning strategies successfully as they had not learned them in school. As a teacher, we must support students to be able to succeed in learning. Hence in order for the students to learn best, one of the main points that must be in the teaching and learning process is variability in teaching strategy and materials.

Teaching English is not easy. With different levels of skill in each class, teachers must use effective strategies that allow students to learn the material. Teachers must be creative in choosing materials and be able to stimulate student interest in learning. Therefore, the teacher needs to manipulate several strategies to support the teaching and learning process. Strategies can make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.

Therefore, in teaching English choosing a learning strategy that suits the needs of students is very important. The teacher must apply interesting strategies in the classroom. So that students understand well what they are learned. Therefore, for teaching English in four skills speaking, reading, listening and writing, many English language teachers have different strategies.

This is a challenge for all of the teachers, especially English teachers, because language is a study that requires mastery of four skills. English learning can be defined as mastery of four skills. According to Richard & Schmidt (2002:330), skills in language teaching are the mode or way in which the language is used. The four language skills are listening, speaking, reading, and writing. The four skills are categorized into two categories, namely speaking and writing are called active or productive skills, while reading and listening are called passive or receptive skills.

Teaching strategy is the teacher's action in implementing the teaching plan, meaning the teacher's effort in using several teaching variables (objectives, materials, methods, and tools and evaluations) in order to influence students to achieve the goals that have been set. With the teaching strategy, the teacher can implement their learning by means of various creative and innovative learning strategies so that students will not feel bored during the learning process and with the learning strategies used by the teacher creatively, students will be stimulated in learning and more enthusiastic in digesting the material and not monotonous to what is taught by the teacher during the teaching and learning process. Stone and Morris (2010).

According to Brown (2000:113) strategy is specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. They are contextualized "battle plans" that might vary from moment to moment, or day to day, or year to year. Strategies vary interindividual each of us has a number of possible ways to

solve a particular problem, and we choose one-or several in sequence-for a given problem.

SMAN 2 Jeneponto is one of the public schools located in Jeneponto, especially Tamalatea. The English teacher at SMAN 2 Jeneponto applies several teaching strategies in teaching English. Among the 6 teachers at the school, there are 2 teachers who use various strategies in teaching, such as in every meeting the English teacher at the school uses 2 teaching strategies in each meeting and sometimes only uses one strategy in each meeting but it is still not optimal.

This can be seen from some students who tend to be lazy and less enthusiastic in participating in the learning process. Therefore, if the teacher is more creative and innovative in implementing learning strategies, students will automatically be excited, and students will more easily understand the learning provided and be motivated to follow the learning process and the teacher can evaluate learning strategies that are less effective for students.

Based on the explanation above, the researcher is interested in observing and finding kinds of teaching strategies are used by teachers in teaching English and the extent do the strategies help teachers in teaching English. Therefore, the researcher became curious and tried to investigate this with research entitled *"An Investigation of English Teachers' Strategies in Teaching English (A Descriptive Research)."*

B. Research Questions

Based on the above background, the researcher assigns the question to the researcher on An Investigation of English Teachers' Strategies in Teaching English at SMAN 2 Jenepono. The researcher formulates the questions as follows:

1. What kinds of teaching strategies are used by the teacher in teaching English at SMAN 2 Jenepono?
2. To What extent do the strategies help teachers in teaching English at SMAN 2 Jenepono?

C. The Objective of the Research

In connection with the formulation of the problem above, the purpose of this research is to determine the kinds of teaching strategies were used by the teachers at SMAN 2 Jenepono and to what extent this strategy helps teachers in the English language learning process.

D. Significances of the Research

The results of this research are expected to provide several benefits for the English teaching and learning process. The significances of this research are:

1. For Researcher

For researchers, it is expected that it can be useful knowledge and experience for researchers when they start their profession as teachers in teaching English in the future.

2. For Teachers

Researchers hope that it can be useful to contribute to developing and improving teaching and learning strategies, especially English

Learning. In addition, researchers expect that teachers can use learning strategies creatively and innovatively so that they can motivate students in learning and students are more relaxed and enjoy learning if English teachers are good at present material during the learning process.

E. Scope of the study

The scope of this research discusses what kinds of teaching strategies that used by the English teachers in teaching English and the extent to which these strategies help teachers in teaching English in the learning process



CHAPTER II

REVIEW OF LITERATURE RESEARCH

To get the framework of the problem, the researchers will discuss several important aspects of this research in this literature review. First, this chapter presents several definitions of learning strategies and further. This chapter presents a review of related studies and is followed some pertinent ideas.

A. Previous Research Related Findings

This previous research comes from several previous studies to be part of this research. There are several Research related to the cases discussed in this study, therefore the researcher cites several references that are relevant to the cases discussed, the purpose of this section is to add information, insight and increase the material in this research.

Munawwarah (2014) Teachers' Strategies in Teaching English Vocabulary to Young Learners. The result presented that the teachers applied game, picture, memorization, translation, realia, action/ mime/ gesture, and song. In addition, based on the teachers' perception, those strategies were relevant to teach vocabulary to young learners because they can be mixed up more than two strategies in one meeting. Therefore, they taught using various activities and strategies to make young learners enjoy learning English. The Similarities with this study are that English teachers use teaching strategies in the learning process the difference between this research and previous research only focused on English vocabulary learning strategies whereas my research looked for strategies that English teachers use in teaching and not specifically.

Mufanti (2015) entitled *A social Strategy of University Learners of Low – Level Speaking Proficiency*. This research aimed to find out to what extent low-level learners use social strategies in speaking. The result of data analysis showed that all low-level learners did not use all social strategies in speaking activities. Similarities with this study are that English teachers use social context strategies in the learning process speaking the difference between this study and previous research only focused on learning english language learning strategies in a social context based on level whereas my research looked for strategies that English teachers use in teaching.

Wahida (2015), entitled *"Teachers Strategies in Teaching English at Muslim School"*, this study concluded that the teachers applied four kinds of teaching strategies. This is also done to help the students to master learning English. Based on the result of the research, it can be concluded that there are some strategies, especially in teaching the English language. However, the researcher was interested in getting more common data from the English teacher's strategies. The difference between this study and previous research is that previous researchers only focused on 4 strategies to learn English to master English while my research looked for strategies used by English teachers in teaching and whether such strategies can help in the learning process.

Apriyandini (2016) entitled *"An Analysis of English Teaching Strategies at Vocational High School of Art (Case Stedy at SMK Negeri 8/SMKI Surakarta in the Academic Year 2015/2016)"* this study aimed to investigate the teaching strategies at the SMK Negeri 8/SMKI Surakarta, to the analyze influence factors of

the teaching strategies, and to describe the implementation of teaching strategies at the classroom practice. Base on result of the research show that teachers have six teaching strategies to cover planning, teaching practice and assessment. The difference between this study and previous research is that previous researchers only explained how to implement teaching strategies while for research now focuses on knowing what strategies are used by teachers and the extent that helps teachers in the learning process.

Sri (2019) "An Analysis on the English Teachers' Strategies in Teaching Descriptive Writing at the Second Grade of Junior High School" found that there are different strategies that the teacher used in teaching descriptive writing in class; from SMPN 02 Dukuhuri there are two strategies that the teacher used Imaginary Strategy and Guided Writing Strategy, from SMPN 17 the teacher used Imaginary Strategy and Scaffolding Strategy, and from SMPN 19 teacher used various strategy such as Learning Outside School Through Various Media, Cooperative Learning, Discussion, Making a Group, Analyzing the Picture and Discussion. From those strategies, the teachers are able to know how far the students understand the material that the teacher has given to the students and the students are able to do the task after the material has been given.

The difference between this study and previous research is that previous researchers only focused on teaching writing strategies while for research now only focuses on teacher strategies used in the English learning process.

B. Some Pertinent Ideas

1. Definition of Teaching Strategy

In the study of educational technology, the strategy is included in the realm of learning design. Strategy development as a science has developed starting from the military world and then used in education. In warfare, a strategy is needed to obtain victory. Likewise, educators must identify all those related to the learning process that will be carried out with the learning process. Educators need to know who their students will be, how different levels of intelligence, from what background they come from, how they are motivated, and so forth. Haidir and Salim (2012) state the word strategy is often interpreted by technique or method, which is a way to convey a message, in this case, subject matter, to students to achieve the stated learning goals. Thus, the word strategy is related to the way, tactics, or methods to do something.

A teaching strategy is a broad plan for a lesson that comprises organization, instructional objectives, and a list of methods that will be used to put the strategies into action Stone and Morris, in Issac (2010). Furthermore, Issac (2010) defines teaching tactics as the teacher's activity in the classroom, which includes developing instructional strategies, providing appropriate stimulus for timely replies, drilling learned responses, enhancing responses through extra activities, and so on.

2. Kinds of Teaching Strategies

In teaching English Process, it is better to know the types of teaching English strategies because different methods have influence toward student learning process. Some of the students maybe have a different need in the learning process. It is possible to give the different priorities depending on the needs of student process. Various teaching strategies have been proposed and applied in language classes to help teachers and students achieve learning goals. As Wehrli and Nyquist (2003:1–6) explain the kinds of teaching strategies as follows:

a) Cooperative Learning

Cooperative learning comes from the word cooperative; it means maximizing students' learning to improve academics and understanding both individuals and groups, and helping one another Trianto in Fitri (2016). Cooperative learning models are supportive learning and contextual learning.

b) Inquiry Based-Learning

In this case, Haidir and Salim (2012) defined inquiry as a process of teacher, and student interaction at a very high level, between teacher, student, subject matter, and the environment is very needed. An important part of the inquiry process is that the teacher and the students are questioners, seekers, interrogators, answerers, and analysts.

c) Graphic Organizer

A graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, and ideas within a learning task. Graphic organizers are also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams. Hall & Strangman (2002).

d) Differentiated Instruction

Differentiation is a guide to teaching life, according to Hockett in (2018). For various proactive student requirements, many teachers use some form of differentiation. At the same time, differentiation is a difficult task that necessitates the development of several advanced skills over time and with experience.

e) Brainstorming

Brainstorming is a process for generating multiple ideas/options in which judgment is suspended until a maximum number of ideas have been generated. Al-Maghrawy in Al-khatib (2012:31) also defines that brainstorming as a group creativity forum for general ideas. According to Blanchard and Root (2003: 41), brainstorming is a quick way to generate a lot of ideas on a subject. Moreover, Sayed in Al-khatib (2012:31) proposed some importance of brainstorming for the students. Those are: (a) helping students to solve problems; (b) helping students to benefit from the ideas of others through the development and build on

them; and (c) helping the cohesion of the students and building relationships among them and assessing the views of others.

In addition, brainstorming has some advantages, they are: (a) actively involving learners in higher levels of thinking; (b) promoting peer learning and creating synergy; (c) promoting critical thinking; and (d) helping groups reach consensus. On the other hand, there are some disadvantages to brainstorming. (a) requiring learners' discipline; (b) may not be effective with large groups, and (c) can lead to "group thinks."

f) Small group discussion

Sagala (2008:20) showed that small group discussion is more effective if the group consists of 3-4 students; it enables students to give their opinions or ideas to other students easily. In this teaching strategy, small groups of 5-10 address case-based tasks, exchanging points of view while working through a problem-solving process.

Wilkes et al. (2007) explained that the group focuses on creative problem solving with some advanced preparation in this teaching strategy process. Discovery is encouraged in a format where both students and facilitators share responsibility for coming to closure on cardinal learning points.

g) Games

Games are used to bring competition, participation, drills, and feedback into the learning experience as a motivator and opportunity to apply principles. Carefully planned uses of games in the classroom (e.g., practicing certain verbs, tenses, questions, locatives, etc.) add some interest to a classroom. Brown (2000:146).

h) Independent Study

Independent study is a teaching strategy designed to enhance and support other instructional activities. Learning activity is typically done by the individual learner (or group of learners) using resource materials. It may be done using computer/web-based technology.

i) Role Play

One or more participants adopt a specified role and try to behave in ways characteristics of a person in that role. According to Freeman (2000:68) role-play method is very important in the communicative approach because they give learners an opportunity to practice communicating in a different social context and different social roles

j) Question and Answer

According to Suprijono (2011), question and answer can train students to have the ability and skills to ask and answer questions. Suprijono (2011:14) suggests that the application of question and answer will make students active, independent, and students can ask questions so as to improve student learning outcomes.

Question and Answer strategy is a way of teaching or presenting material through asking questions that lead students to understand the material Darmadi (2017:200). This teaching strategy had a positive impact on students' abilities. Strategies can help teachers to facilitate students in the learning activities.

k) Scientific Learning

Scientific is something that is related to science. This word is derived from the word "science". Scientific learning means method or strategy by using science rules. Therefore, scientists who use this strategy for their research should use the rules of science. It is also by Suharyadi (2013:37) that scientific learning is a process in finding out information in science by testing ideas through experimenting and making decisions based on the result.

Scientific Learning is defined as the process of finding out information in science, which involves testing the ideas by performing experiments and making decisions based on the result of analysis as defined by Longman (2014). It means that scientific learning is a body of techniques for investigating phenomena, acquiring new knowledge, and correcting and integrating previous knowledge.

Tang et al. (2009) says that scientific learning has the characteristics of "doing science". This approach allows teachers to improve the process of learning by breaking the process down into steps or stages which contains detailed instructions for conducting students learning. These

two ideas became the basic of using scientific learning to be the basis for implementing the 2013 curriculum.

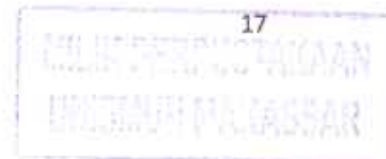
3. Teaching English Strategy

a. Definition of Teaching English Strategies

Teaching is the process by which teachers transfer knowledge and serve as role models for their students. Brown (2000:7) defines teaching as "demonstrating or assisting someone in learning how to do something, giving instructions, guiding in the study of something, providing knowledge, or causing someone to know or understand." However, teaching a language has a variety of distinct characteristics. According to Songbatumis (2017:55), a teacher teaches and monitors students' language abilities, such as reading, writing, listening, and speaking, and facilitates and encourages students' enthusiasm, positive attitude, and motivation for English.

Anjaniputra (2013: 1-2) stated that teaching English strategies plays a role in creating an enjoyable English language learning experience for young students in the classroom. It is very important related to arguments that the core of teaching and learning success is dependent on teachers.

Sarjan and Mardiana (2017:151) also state that teaching English strategies is generalize plan for a lesson which includes structure, desire learner behaviors, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy in order to help the students



to cope with the difficulties in learning English. On the other hand, Samsulrijal in Fitri (2019:19) state that teaching English strategies is a tool used by English teachers to teach four skills, there are:

1) Speaking Strategy

Speaking strategies can be seen as the ways in which an individual speaker manages to compensate for this gap between what she wishes to communicate and her immediately available linguistics resources. It can thus be assumed that they play a predominantly reactive role by helping learners to deal with problems with getting their messages across in the course of communication. However, in the case of communication classes, the available student environment is surrounding the mother tongue; therefore, teaching and learning strategies must be different. According to Pawlak (2018), there is a huge need for a paradigm shift in teaching and learning speaking skills through focus deviations from oral orientation, training teachers, and developing an appropriate curriculum.

a) Classroom Activities and Tasks for Practicing Speaking Skills

According to Hussain (2017:11), a variety of activity and task-based functions can be used to develop the speaking skills given below

1. Dialogue

Hussain (2017:14) stated that dialogue is a classroom technique used for practicing functions of language like greeting,

agreeing, disagreeing, apologizing, suggesting, asking for information, etc.

2. Opinion/Ideas

When we ask for opinions on controversial topics or situations, a lot of discussions can be generated. The learners may be divided into groups who discuss and come out with their opinions. Here, students have a lot of languages to communicate their ideas.

3. Song

The learners enjoy songs, and they can be used for developing speaking skills. There are key activities in which songs are used to promote speaking skills. Adhira et. al (2011:49) propose some activities using songs in English, and Sanchez (2017) states that many English pop songs are well known even by the youngest learners, especially theme songs of films or television series.

1) Listening Strategy

Hidayat in Sarode (2018:21), listening is considered an important ability that has to be mastered. How well someone listens has a major impact on the quality of their relationship with others. It means that listening is the ability to understand the messages being expressed by the speaker through sound. One of the listening

strategies is through song; almost everyone loves music. It is a part of our language and life from before birth onwards.

a). Listening Activity through Song

Harmer in Sanchez (2017:42) says that a song or a piece of music can change the atmosphere in the classroom. As defined by Bao (2017) the song is one of the important teaching tools in teaching EFL (English Foreign Language) because most teachers know it, and students like it listen to music in the classroom.

Jiang (2009:242) said that music is a powerful stimulus for students' engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effect if we so wish. A piece of music can change the atmosphere in the classroom or prepare students for a new activity. Using songs in the classroom is a great way to motivate students, and students generate enthusiasm in what they learn. Songs give a positive value to the environment that can enhance student interaction.

2) Writing Strategy

Richards et. al (2002) describes the process of teaching writing approaches as four basic stages, namely planning, drafting, editing the final draft.

a) Planning

According to Richards et. al (2002:34) states the experienced writers will plan what they will write. Before starting to write, they will try and decide what will be said. For some writers, they might make detailed notes of just a few words. They will plan, however, as the writer thought before writing it on a piece of paper. He says that when planning, the writer must think about it three main problems.

First, they must consider the purpose of the writing because this will affect the type of text they use as well as the language they use. Second, experienced writers think of the intended audience because this will affect the form of writing (how it is arranged, how the paragraphs are structured, etc.). Third, the author must consider the structure of the work's content is, how it is best to order the fact, ideas, or arguments they have decided to include.

b) Drafting

The first version of a paper is called a concept. The first 'go' from a text assumes that it will be changed later. As the writing process continues to be edited, several drafts can be produced on the way to the final version.

c) Editing (Reflecting and Revising)

The earliest model by Flower & Hayes in Richards et. al (2002:18) includes two different reviewing processes there are reviewing and editing. Editing is triggered automatically and may occur in brief episodes interrupting other processes. Reviewing, on the other hand, is not a spur-of-the-moment activity but rather one in which the writer decides to devote a period to systematic examination and improvement of the text. It occurs typically when the writer has finished a translation process rather than as an interruption to that process".

c) Final Version

After the authors edited their draft for changes they considered necessary, they produced their final version. This might look very different both from the initial plan and the first concepts because everything has changed in the editing process. Flower & Hayes in Richards (2002:18) the process can be described as follows: planning the final draft editing the initial influential model of the writing process.

Flower & Hayes in Richards et. al (2002:22) describes the process final version of writing in terms of the task environment, which includes writing assignments, texts procedure so far, lengthy authors of memory terms, including knowledge of the topic, knowledge of the audience, stored writing plans, several

cognitive processes, including planning, translating thoughts into text, and revise.

3) Reading Strategy

According to Sarjan & Mardiana (2017), In teaching reading, teachers are required to be creative in applying strategies for achieving the objectives of the reading process in class. Several strategies are usually used by teachers, such as visualization strategies, highlighting strategies, and anticipatory guidance strategies. The following explains in detail:

a) Visualization Strategy

Paris in Sarjan (2017:69) states that visualization is a strategy that can help students in turning words into higher concepts and improving student focus, as well as attention to independent reading skills. In short, this strategy helps students to improve their understanding of ideas and easily find everything students want to read.

Here are some of the steps proposed by Antonucci in Sarjan and Mardiana (2017:55) by using the visualization strategy are introducing the topic to students, model analysis of the next features, reading an aloud selected passage and discussing a version of the illustration.

b) Highlighting Strategy

According to Sarjan and Mardiana. (2017:114), highlighting is a strategy that uses highlighting the main idea to help teachers teach students to increase students in reading. This means that this strategy can make students will easily find important information in the text and make students understand the text too.

c) Anticipation Guide Strategy

The anticipation guide strategy is one of the strategies in teaching reading which with the target of students getting an understanding at the end of reading activities. This strategy is used in teaching reading before students read the text in the teaching and learning process and are done to enable student background knowledge about the topic read.

Richardson et al. in Sarjan and Mardiana (2017:71) states that the anticipation guide is an active pre-read strategy used to enable knowledge about a topic before students start reading text and to provide strengthening the main concept after reading.

C. Conceptual Framework



The conceptual framework above would investigate the types of strategies teachers use and the extent to which these strategies assist teachers in teaching. In this study, the researcher used a qualitative descriptive research design. In learning, the teacher must be an expert in conveying or explaining material such as the teaching strategies used by the teacher in the learning process.

The Researchers made observations on the learning process taking place and after that when the observations had been carried out the researchers conducted interviews related to the teacher's teaching strategies. Therefore, this study will investigate the types of strategies used by English teachers and the extent to which these strategies help teachers in teaching English at SMAN 2 Jenepono, the data will also be analyzed by researchers based on the theory of Teaching strategies based on experts.

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher used a qualitative method to know kinds of teachers' strategies in teaching English and to determine the teacher's strategy in teaching English at SMAN 2 Jenepono and to what extent this strategy helps teachers in the English learning process. By used the qualitative method, it requires data collection method and data analysis to complete this research. The type of research in this research method is descriptive qualitative, a systematic description of a certain phenomenon factually and accurately about the phenomena that occur.

B. Research Subject

In this research, the researcher used purposive sampling. the subject taken are someone related to English. Because here the researcher will analyze the teacher's strategy in teaching English, obviously the subject taken are English teacher. The research subjects are two people, they are Fatmawati, S.Pd. and Ibnu Moenzir Azh-Zhohir S.Pd., Gr. as an English teachers at SMAN 2 Jenepono.

C. Research Instrument

In this research, the researcher used an interview and observation. According to Sugiyono (2017), An interview is a meeting between two people. They exchange information and ideas through questions and responses, resulting in dialogue and the cooperative construction of meaning about a particular topic.

Interviews are used as a data collection approach when a researcher wants to perform a preliminary study to identify problems that need to be investigated and

when the researcher wants to learn more about the respondents. According to Sugiyono (2017:203), observation is a technique of data collection to observe human behaviour, work processes, natural phenomena, and respondents.

D. The technique of Data Collection

The technique of data collection in this research is as follows:

- 1) The researcher has observed the teachers when they are teaching students in the classroom
- 2) The researcher was conducted face-to-face or using WhatsApp interviews with English teachers about the teachers' strategies in teaching English.
- 3) The researcher was concluded the findings of the study based on the data and the researcher's perception

E. Techniques of Data Analysis

According to Miles & Huberman in Wanto (2017) data analysis techniques are divided into 3 stages, according to him there are three components of analysis namely data reduction, data display, and conclusion drawing:

a. Data Reduction

Data reduction is the process of integrating and homogenizing all of the data into a script that can be analyzed. After conducting a semi-structured interview with the teacher, direct observation, and documentation, the researcher chose which of the outcomes to use as the data for the research.

b. Data Display

After data reduction is done, the next step is to display the data, the researcher has classified the data obtained so that the data could be structured properly.

c. Conclusion drawing

In this section, the researcher drew conclusions to verify the data, in this case the researcher has compared the results of the research subjects with the basic concepts in this study, the researchers found similarities to the perceptions of each English teacher so that an objective conclusion has been established.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter was divided into two, the finding of the research and discussion of the research. The finding presents the data description, followed by the research finding kinds of teaching strategies are used by the English teacher and to what extent the strategy helps teachers in teaching English based on the observation and interview.

A. Findings

The finding of the study related to the use of teacher's strategies in teaching at X Mia and XI Mia grade of SMAN 2 Jeneponto and the result of the study are kinds of teaching strategies and to what extent English teachers' strategies help teachers in teaching English. The subject of this research was two teachers who were teaching English at SMAN 2 Jeneponto. There are some kinds of teaching strategies used by the English teachers like Role-Playing, Independent study, Question-answer, small group, Cooperative learning, and Scientific Learning.

The benefits of English teaching strategies for students and teachers are that they can generate and increase students' attention to relevant aspects of teaching and learning, increase the possibility of the functioning of motivation and curiosity through ongoing learning activities, form positive attitudes towards teachers and schools and the possibility of students receive services individually or in groups so as to provide ease of learning and increase the level of active student in learning.

1. Kinds of teaching strategies used by the English teachers in teaching English at X Mia and XI Mia grade of SMAN 2 Jeneponto

Table 1.1 Teaching strategies used by the English teachers in teaching English based on observation and interview

No	Kinds of Teaching strategies	Teacher T1 (X Mia) grade	Teacher T2 (XI Mia) Grade
1	Role-Playing		√
2	Independent study	√	
3	Question-Answer	√	√
4	Small-group Discussion		√
5	Cooperatave Learning	√	
6	Scientific Learning	√	

English Teacher 1 and 2 at SMAN 2 Jeneponto said that there are some strategies used in teaching English, for teacher 1 used independent study, question answer, cooperative learning and scientific learning.

Extract 1

T1: for ordinary reading learning, I use question and answer and using visualization strategies, and I use other relevant strategy such as Independent study, question answer, scientific learning strategies, sometimes using independent study if the time left is little, sometimes also use cooperative learning.

Extract 2

T1: For learning strategies, it refers to what material we will teach because each material has a different level of difficulty, this is where as a teacher how do we use suitable teaching strategies

Teacher 1 also said that to apply teaching strategies the teacher must know the level of students' skills in learning and evaluate students so that teachers can find out what strategies are suitable to be applied to the English learning process.

Furthermore, based on extract 2, Teacher 2 at SMAN 2 Jeneponto used some teaching strategies in teaching English, there are role playing, question-answer and small group discussion.

Extract 3

T2: The strategies I often use are role-playing, question and answer, and small group discussions.

In addition, the teacher also said that by using this strategy students can develop slowly both in speaking and reading. With this strategy, the two teachers also linked their social life in the learning process

Extract 4

T2: which involves many students directly so that they can develop slowly in learning, besides that because this is an English subject, such as speaking usually uses dialogue, when listening to using songs they usually like to read and just like miss aft', namely visualization and others. The most important thing is that the material provided is always related to everyday life or what is in the surrounding environment.

1) Role-Playing

Based on the observation in the classroom, the teachers used role-playing as a teaching strategy in teaching English at X Mia grade. The teacher gave the students assignment and made a group which consisted of 3 students in each group, and after that, each group made a dialogue about expressing of showing care and sympathy. The students of each group can read their dialogue when they play their own character based on the dialogue they made in each group.

Based on the observation in the classroom, students enjoyed and were enthusiastic when the teachers used the role-playing strategy, and it made students excited and enjoy in English learning process. In this strategy, students are more active in learning, and the teacher is an educator. the teacher only explains the related material being taught, and students will play an active role in the class, and this strategy takes a lot of time because this strategy students take turns playing their characters according to what the teacher gives before showing their performance.

The benefits obtained by using role-playing is for the student is making all students active in learning and also make a learning process enjoyable, fun and also able to increase students' imagination power in thinking and students indirectly do the hidden practice.

2) Independent Study

Based on the observation in the class, the teacher T1 used independent study in teaching English at the X Mia grade. Students are asked to be allowed

to use their cellphone to open WhatsApp Group to read and understand the material about the announcement that has been sent by the teacher T1. After students finished reading the material, the student was discussed it with their bench mates, and each student was allowed to ask a question about the material that had been read by the student.

Students play an active role in this strategy. because students are independent in learning, the teacher only acts as an extrinsic motivator of students through giving appropriate assignments, and this strategy does not take much time.

Based on the observation, independent study, a student can focus more and get used to critical thinking, which means students have to digest and understand the material and can sharpen their awareness in learning. The benefit of the independent study strategy is that students can learn according to their wishes, expectations and motivations. Students can explore important topics better so that they will improve the learning process. Students can plan and assess their own learning outcomes. Students will be more active in learning so as to produce good learning deeper.

3) Question and Answer

Teachers T1 and T2 used question-answer strategies in teaching writing and reading. The data was obtained in classes X Mia 5 and XI MIA 1 with the topic 'Announcement and If Conditional Sentences' Basic competence related to the topic is analyzing the social function and structure of the text. X. Mia 5 had 16 Students, and XI Mia 1 had 15 students. Some students in

their class gave attention to what the teacher explained and responded when the teacher asked the questions, but some of them did not. There were some students who asked the teachers when they did not understand. Teachers T1 and T2 used the strategy related to the materials that he taught. Teacher T1 and T2 explained the materials directly, so by using this strategy, the teacher can get the students' response to what he was explaining.

In this strategy, the teacher plays an important role in increasing student activity in asking questions so that students interact with the teacher and other students. This strategy takes quite a long time. The benefit of the question-answer strategy for students is that curiosity will arise from students so that it will generate greater interest high on the subject to be discussed. Because usually, before giving the subject, the teacher asks questions to the teacher-student.

4) Small Group Discussion

Based on the observation, the teacher used small group discussion in the teaching process. The teacher also used a visualization strategy. In this strategy, teacher the first step begins with the teacher dividing the students into small groups of 4 students per group. The division of groups was done randomly, where students counted the numbers one to nine according to the number of groups. In the next step, the teacher distributes student worksheets according to the material about a narrative text, and students complete the given task accompanied by the teacher. The task that must be completed is to answer questions based on the reading text. After completing the task,

students present the results of their group discussions, and students from other groups provide feedback or questions related to the text being discussed.

However, not all groups were able to present their results with limited time. There were only two students who asked questions to other groups. After the presentation activity ended, the teacher gave confirmation and discussion of answers discussed by students. Learning activities enter the final activity where the teacher guides asking students to make conclusions together, and then the teacher provides feedback on the process of learning outcomes. Before the lesson ends, the teacher asks students to collect the results of the discussion then the lesson ends with closing greetings.

Students were more active than teachers in this small group discussion strategy and took more than 40 minutes to discuss. The teacher only acts as a facilitator where the teacher concludes the discussion discussed in the discussions conducted by students.

The benefit of the small group discussion strategy for students is that it can help students learn to think from the point of view of a subject by giving them the practice of thinking and increasing their social sense in working together in groups so that students can solve problems together.

5) Cooperative Learning

The teacher T1 Used Cooperative Learning in teaching speaking. They learn the expression of asking for and providing information. Before playing the game, they have a short time to think of 4 questions they should ask other friends using expressions of asking and giving information. Then the

teacher T1 divided into two groups of 16 students each. Each group makes two circles. A student in a circle has to ask some questions to his friend in front of him. After he finished asking questions, he moved clockwise and asked other students. While asking, he wrote down the information he got. When the teacher clapped his hands, all the students' changed roles.

The teacher plays an important role in the learning process in this strategy. Teachers not only provide knowledge but teachers build knowledge in students to increase the sharpness of thinking and process ideas.

At the end activities, they report the information they get in front of the class. The students enjoyed the activity because they could learn and practice speaking English in a relaxed atmosphere. The benefits of cooperative strategies include increasing teamwork, and students have many opportunities to appreciate differences, student participation in the learning process can increase and can reduce student anxiety in learning (lack of confidence) and can increase motivation.

6) Scientific Learning

In the learning process, the teacher used scientific learning when teaching English, especially material related to speaking and listening. In the speaking learning process, the teacher shared a short film to the WhatsApp group, and then students played, and after that, students were expected to come forward to conclude the story that is shown in the short film that is playing.

In listening learning sessions, the teacher usually uses songs for material related to learning designed by the teacher, and the teacher distributes a piece of paper containing several blank lyrics sections that must be filled in by listening to the song played by the teacher. The teacher utilizes this strategy with the aim that students can know the vocabulary or lyrics of the song. Besides, this activity also measures the extent to which students learn to listen. The teacher gives instructions for students to choose a favorite song that will be used as an assignment, then students listen to it carefully once, twice, even up to three times until everything feels clear.

Students are more active in this strategy, and the teacher only acts as a facilitator, and his job is only to provide learning tools according to their needs and this strategy takes a lot of time because students are actively asking and answering. The benefit of scientific learning is that students can improve their communication with other students and increase their sharpness of thinking in learning so that students will easily understand in learning.

2. The Extent of the use of teaching strategies to help teachers

Extract 5

T1: So far, the strategy I have used has been effective basically; as a teacher, how can we organize our classes and make our material interesting.

Extract 6

T2 : So far, the strategy I'm using has been quite successful in some classes. If this strategy doesn't work for me, it is necessary to analyze and improve by adjusting the sub-materials being taught and looking at the condition of the class/students. However, before implementing this strategy, it is necessary to make an initial diagnosis of the initial characteristics/ability of students.

Based on the extract 5 and 6, the extent of the use teaching strategies to help teachers 1 and 2 in teaching English are the strategy used by the teacher 1 is very helpful for teachers in teaching English, because by using their strategy the teacher can find out the extent of the ability of his students and the teacher can analyze himself in teaching about what needs to be addressed as well as from the strategies used by students to be more active in asking questions, playing roles, as well as in learning and discussing. With several teacher strategies, 1 student will slowly develop and be able to hone their interests.

Furthermore, the strategy used by teacher 2 is very helpful for teachers in teaching English, because by using this strategy, a teacher would have guidelines for teaching English. act, or must be taken so that teaching and learning activities can take place regularly, systematically, directed, smoothly and effective. With the teacher's strategy, it is hoped that students can learn effectively and efficiently, as well as on the expected goals. For teachers, it is expected that a little a lot will help make the process easier carry out their duties.

a. Independent study

This strategy helps teachers in teaching English. Students are asked to be allowed to use their cellphone to open the WhatsApp Group to read and understand the material about the announcement that has been sent by the teacher T2. when a teacher came late in their classroom, the teacher sent material in their WhatsApp group and instructed students to literacy. With this strategy, the teacher can make students more focused and get to use critical thinking, which means students have to digest and understand the material and can sharpen their awareness in learning.

b. Question and Answer

This strategy helps teachers in teaching especially, writing skills. The teacher delivered the material simply and gave orders to students step by step. With this strategy, students can understand the material clearly and the delivery of material through the explanation and also helps students' enthusiasm in learning increase more.

c. Cooperative Learning

This strategy helps the teacher in teaching English. With this strategy, the teacher understands the position and level of students' understanding in learning English as well as being one of the benchmarks for a teacher in the success of teaching and learning activities. that way, students are also able to improve teamwork with other students in the learning process

d. Scientific Learning

This strategy helps teachers in teaching English, especially speaking and listening. The teacher uses this strategy with the aim that students can know the vocabulary or song lyrics. In addition, this activity also measures the extent to which students learn to listen. This strategy can also help students understand the lyrics or vocabulary in a song. However, properly, this strategy cannot function if students are not serious and do not listen carefully.

e. Role-Playing

This Strategy can help teachers in teaching English, especially in teaching reading. The teacher gave the students assignment and made a group which consisted of 3 students in each group, and after that, each group made a dialogue about expressing of showing care and sympathy. The students of each group can read their dialogue when they play their own character based on the dialogue they made in each group.

The teacher also combined reading aloud in teaching English. With this strategy, students can improve their vocabulary, speaking and also reading skills. Application of the role-playing in the form of a group gives the impression and learning experience that is not forgotten for students because the atmosphere is fun in applying this strategy.

f. Small-Group Discussion

Based on the interviews, this strategy helps the teachers and also help students in reading. This strategy can help students to develop their ideas and imagination in the story and also help students increase their understanding of reading. In short, this strategy can help students increase their understanding of ideas.

B. Discussion

In this part, the research discusses findings kinds of teaching strategies was used by the teacher in teaching English and the extent of the use of teaching strategies to help teachers obtained from observation checklist and interview.

1. Kinds of Teaching Strategies are Used by The English Teachers in Teaching English

a. Role-Playing

The teachers used role-playing as a teaching strategy in teaching English at XI Mia grade. Based on the observation in the classroom, students were enjoying and enthusiastic when teachers used role-playing. The teacher also used the reading aloud strategy to improve their vocabulary and also their reading skill.

Role-playing is a teaching strategy that allows the student to immediately apply content as they are put in the role of decision-makers who must make a decision and also can improve communication skills in the social context. This statement is also

strengthened by freeman (2000:68) role-play is very important in the communicative approach because they give learners an opportunity to practice communicating in the different social context and different social roles and different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation.

These findings are also supported by findings from previous research conducted by Amaliah (2020) which said that the use of role-playing strategies helps teachers in the English learning process as well as improving speaking skills and adding to students' vocabulary in reading.

b. Independent Study

Independent study is a teaching strategy designed to enhance and support other instructional activities. Learning activity is typically done by the individual learner (or group of learners) using resource materials. When teachers came late in their classroom, the teacher sent material in their WhatsApp group and instructed students on literacy.

The findings also supported by from previous research conducted by Susanti (2017) which said that the use of independent study strategies helps teachers in the English learning process as well as helping students to be more focused, motivated, and enthusiastic in learning, especially in learning English.

This statement is also strengthened by Alberta (2002:73) independent study as an individualized learning experience that allows students to select a topic focus, define problems or questions, gather and analyze information, apply skills, and create a product to show what has been learned.

c. Question and Answer

Teacher T2 used a question-answer strategy in teaching writing skills. The data was obtained in class XI MIA 1 with the topic 'If Conditional Sentences.' Basic competence related to the topic is analyzing the social function and structure of a text. Teacher T2 explained the materials directly so by using this strategy.

Question and answer are a way of presenting a lesson in two directions in the form of the question that must be answered from teachers to students or from students to teachers directly. So, the teacher can get the students' response to what he was explaining and this teaching strategy had a positive impact on students' ability.

Strategies can help teachers to facilitate students in the learning activities. This finding is also supported by findings from previous research conducted by Narwasti (2012) which said that the use of question-answer strategies helps teachers in the process of learning and checking students' understanding in learning English and helps students to be more focused, motivated, and enthusiastic in learning

and it is also beneficial for teacher who facilitate students' language ability through using question-answer strategy

This statement is also strengthened by Damardi (2017:200) Question and Answer strategy is a way of teaching or presenting material through asking questions that lead students to understand the material. In previous research conducted by Utami (2020), The teachers used different strategies because the expected skill output is different.

Meanwhile

d. Small-Group Discussion

The teacher used small group discussions in the teaching process. The teacher also used a visualization strategy. In this strategy, teacher the first step begins with the teacher dividing the students into small groups of 4 students per group. The division of groups was done randomly, where students counted the numbers one to nine according to the number of groups.

The findings are also supported by findings from a previous study conducted by Fibriana in Fajriah (2017) which said that the use of small group discussion strategies can improve students' understanding of reading. In addition, small group discussions can be used to improve classroom situations. Researchers also discover advantages and disadvantages when small group discussions are used to teach reading.

Sagala (2008:20) showed that group discussion is more effective if the group consists of 3-4 students; it enables students to give their opinions or ideas to other students easily. According to Wikes et al. (2007), the group focuses on creative problem solving with some advanced preparation in this teaching strategy process.

e. Cooperative Learning

Cooperative learning is a strategy in learning and teaching that emphasizes the common attitude or behaviors in working in other words, and learning is done by creating a number of groups with a number of learners 2-5 students who aim to motivate each other to help each other so that goals can be achieved optimally. The teacher T2 Used Cooperative Learning in teaching speaking skills.

They learn the expression of asking for and providing information. Before playing the game, they have a short time to think of 4 questions they should ask other friends using expressions of asking and giving information. Then the teacher T2 divided into two groups of 16 students each. Each group makes two circles. A student in a circle has to ask some questions to his friend in front of him.

This statement is also strengthened by Trianto in Fitri (2016) Cooperative learning comes from the word cooperative; it means maximizing students' learning to improve academics and

understanding both individuals and groups, and helping one another.

This finding is also supported by findings from previous research conducted by Prasasmita in Istiqomah (2019) which said that the use of cooperative learning can increase cooperation, motoric improvement and enthusiasm in learning. In addition, using this strategy can also improve knowledge and skill development both individually and in groups.

f. Scientific Learning

Scientific learning is the thought process of solving problems systematically, empirically, and controlled. In the learning process, the teacher used scientific learning when teaching English, especially material related to speaking and listening.

In the speaking learning process, the teacher shared a short film to the WhatsApp group, and then students played, and after that, students were expected to come forward to conclude the story that is shown in the short film that is playing.

In listening learning sessions, the teacher usually uses songs for material related to learning designed by the teacher, and the teacher distributes a piece of paper containing several blank lyrics sections that must be filled in by listening to the song played by the teacher.

This finding is also supported by findings from previous research conducted by Ariyati (2015) which said that the use of scientific learning strategies in English teaching procedures uses the Scientific method. The strategy used by the teacher consists of observing, asking, experimenting, getting along, and communicating.

Scientific Strategy is considered a strategy that integrates student attitudes, skills, and knowledge by applying observing, questioning, experimenting, associate, and communicate in the teaching and learning process as well as the strategies used by teachers to overcome problems in teaching and learning.

The Scientific learning are: motivating students to be more active in learning; give some stimulating questions related to the material, give the latest comparison material with the previous material, and translate difficult words found by student.

2. The Extent of The Use of Teaching Strategies to Help Teachers

a. The Extent of the use teaching strategy to help Teacher T1

Every teacher has different strategies in the teaching process. Teacher T1 used several strategies such as independent study, question and answer, Cooperative learning and Scientific Learning as a teaching strategy.

Teacher T1 used independent study in the teaching process. Students are allowed to use their cellphone to open the WhatsApp

group to read and understand the material about the announcement. Students can google to search for more explanations about the announcement. After finishing reading the material, the student discussed it with their bench mates.

Independent study can strategy can make students more focused and develop their critical thinking, which means students have to understand the material. It related to Sandra in Susanti (2013) defines that independent study is a system that gives the opportunity to the learners to learn something independently by using printed, cellphone and tape-recorded learning materials that have been prepared previously. The term independent strictly means that the control of time and place in learning is fully arranged by the learners.

Questioning strategy is used by teacher T1 in teaching English. Teacher T1 explained the materials directly so by using this strategy. Question and answer are a way of presenting a lesson in two directions in the form of a question that must be answered from teachers to students or from students to teachers directly. With this strategy, students can understand the material clearly and the delivery of material through the explanation and also helps students' enthusiasm in learning increase and also students can ask the teacher about their material if the student do not understand, the teacher can repeat their explanation.

This statement is also strengthened by Ibrahim and Nana (2010) in Teaching planning; question and answer strategy is a teaching strategy that allows direct two-way communication because, at the same time, there is a dialogue between the teacher and students.

Cooperative Learning is a strategy that maximizes students' involvement, participation, and cooperative activities with the use of a small group. Based on the observation, The teacher T1 Used Cooperative Learning in teaching speaking. They learn the expression of asking for and providing information.

Before playing the game, they have a short time to think of 4 questions they should ask other friends using expressions of asking and giving information. Then the teacher T1 divided into two groups of 16 students each. Each group makes two circles.

This statement is also strengthened by Richards et. al (2001:192) define that cooperative learning as a group of systematic learning activities which depends on the information exchange between the learners in the groups in which each learner is given responsibility for his or her own learning and is motivated to increase the learning of others.

Scientific Learning is a teaching strategy used by the teacher in teaching English for observing phenomena and has been used to explain, predict, and control the physical phenomena. Scientific learning is the thought process of solving problems systematically,

empirically, and controlled. In the learning process, the teacher used scientific learning when teaching English, especially material related to speaking and listening.

It is related to Suharyadi (2013-15). Scientific Learning is a process of finding out information in science by testing ideas through experimenting and making decisions based on the result. It can be said that this strategy can be called a technique in investigating, observing, gaining, and also integrating the phenomena by previous knowledge.

b. The Extent of the use teaching strategy to help Teacher T2

Teacher T2 used several strategies such as Role-Playing, Question and answer and small group discussion.

Role-playing is a teaching strategy used by the teacher T2 in teaching English at X-Mia grade. The teacher gave the students assignment and made a group which consisted of 3 students in each group, and after that, each group made a dialogue about expressing of showing care and sympathy.

Role-playing strategy can make student improve their vocabulary, speaking and also reading skills. Application of the role-playing in the form of a group gives the impression and learning experience that is not forgotten for students because the atmosphere is fun in applying this strategy. It is related to Amaliah (2015). By using the role-playing strategy, the students became more interested to learn English, and the

student can improve their speaking and vocabulary. The students could remember the vocabulary and easy to speak with other students.

Question and Answer is a way of presenting learning material through the form of questions that need to be answered by students Syaiful in Sagala (2003). With this strategy, among others, the skills of observing, interpreting, drawing conclusions and applying and communicating can be developed.

Small group discussion is used by the teacher T2 in teaching English. Teacher T2 make a small group every meeting. The teacher T2 make a small group to give a chance for the student can work together in solving their problems or they can answer the question from the teacher.

This statement is also strengthened by Kenz and Greg (2000:4); small group discussion is a small member of human, work together through interaction whose interdependent relationship allows them to achieve a mutual goal.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the conclusion and suggestions. The decision was formulated from the research question. The advice provided some ideas to English teachers and further research related to the teacher's learning process.

A. Conclusion

Based on the research findings, the researcher would conclude by showing the result of the observation and interview.

1. The Kinds of teaching strategies in teaching English. For the teacher, T1 used independent study, question-answer, cooperative learning and scientific learning and teacher T2 used role-playing, question-answer, and small group discussion. Based on the type of strategy above, it also has benefits for students and teachers are that they can generate and increase students' attention to relevant aspects of teaching and learning, increase the possibility of the functioning of motivation and curiosity through ongoing learning activities, form positive attitudes towards teachers and schools and the possibility of students receive services individually or in groups so as to provide ease of learning and increase the level of active student in learning.
2. The Extent of the use of teaching strategies to help teachers T1 in teaching English are Teacher T1 used the independent study to help the teacher in teaching English and also the teacher wants to make their student can improve their critical thinking and also their reading

interest, with question-answer the teacher T1 wants to make their student active in the classroom in asking a question related to their material and increase their teamwork with their group team.

based on the division carried out by the teachers, cooperative learning and scientific learning can help the teacher T1 understand the position and level of students' understanding in learning English and be one of the benchmarks for a teacher in the success of teaching and learning activities. The use of strategies helps the teacher T2 in teaching English is the teacher T2 used role-playing, question-answer and small group discussion. Three of the teaching strategies are used by the English teacher T2, and it helps the teacher T2 in teaching English. This strategy can make students improve their vocabulary, speaking, and reading skills.

B. Suggestion

Based on the conclusion above, the researcher recommended some suggestions as follows:

1. For teachers

Teachers are suggested to use a variety of teaching strategies in teaching English because using various teaching strategies in teaching English can help the teachers deliver their material to easy to understand, make the teaching more enjoyable and exciting, and make their classroom atmosphere feel fun.

2. For further researcher

It provides for the further researcher to conduct a study about teaching strategies used by the teacher in the teaching and learning process in implementing various strategies in teaching English use by the teacher and the extent of the use of teaching strategies helps teachers in teaching English.



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APPENDIX 1

The Result of Interviews

NO	Pertanyaa (Question)	Hasil Wawancara (Interview Result)		Simpulan (Conclusion)
		Teacher 1	Teacher 2	
1	<p>Bagaimana pendapat bapak/ibu tentang pembelajaran strategi pembelajaran Bahasa Inggris (What do you think about English teaching strategy)</p>	<p>Menurut pendapat sy pembelajaran gadget Inggris di kelas selama sy mengajar di SMA 2 Jeneponto itu gampang? susah krp? Krn tergantung dr situasi dan kondisi dr kelas dan siswa itu sendiri, dgn beragam karakteristik siswa membuat pembelajaran itu mudah dan kadang jg sulit. mudah unik beberapa kelas yg sdh memiliki pengetahuan dasar dr materi yg akan kt ajarkan, sulitx gadget kt ingin mengajarkan materi baru yg blm pernah mrk dapatkan sebelumnya, terlebih lg kondisi siswa yg selalu menganggap hhw gadget Inggris itu susah, jd sebagai guru disinilah kt dituntut menerapkan strategi ataupun metode mengajar gadget cocok buat mrk. (In my opinion, learning</p>	<p>Menurut Saya, pembelajaran Bahasa Inggris di kelas akan sangat menarik jika adanya hubungan timbal balik antara peserta didik dan guru. Untuk di kelas yang saya ajar, tiap kelas diberikan treatment yang berbeda tergantung dengan kondisi/ situasi peserta didik di kelas tersebut. (In my opinion, learning English in the classroom will be very interesting if there is a reciprocal relationship between students and teachers. For the classes I teach, each class is given a different treatment depending on the condition/situation of the students in the class.)</p>	<p>Pembelajaran Bahasa Inggris khususnya di SMAN 2 Jeneponto memiliki sisi positif dan negative, Keduanya tergantung dengan bagaimana siswa dapat memahami dan juga menghadapi situasi ini. Semenjak covid guru membatasi siswa untuk dating kesekolah dengan membagi 2 kelompok yang terdiri dari 15 orang dalam satu kelas.</p>

		<p><i>English gadgets in class while I was teaching at SMA 2 Jeneponto was easy and difficult, why? Because it depends on the situation and condition of the class and the students themselves, with various characteristics of students making learning easy and sometimes difficult, easy for some classes who already have basic knowledge of the material we are going to teach, it is difficult for gadgets if we want to teach new material. They have never received it before, especially the condition of students who always think that English gadgets are difficult, so as a teacher, this is where we are required to apply strategies or methods for teaching gadgets that are suitable for them.</i></p>		
2	Strategi apa saja yang ibu gunakan untuk mengajar gadget Inggris terkait kemampuan mendengarkan,	Untuk strategi pembelajaran mengacu pada materi gadget akan kt ajarkan krn setiap materi punya tingkat kesulitan yg	Mengenai strategi, pada dasarnya setiap kelas dan setiap pertemuan digunakan strategi yang berbeda-beda tergantung kondisi kelas dan peserta	Strategi yang digunakan guru dalam mengajar bahasa Inggris berbeda, karena materi

<p>berbicara, membaca, dan menulis?</p> <p><i>(What strategies did you use to teach English regarding the listening, to speak, reading, and writing skills)</i></p>	<p>berbeda2, disinilah sebagai guru bgmana kt menggunakan strategi mengajar yg cocok, misalx untuk pembelajaran reading biasa sy menggunakan metode questioning and answering, reading aloud and visualization, dan saya pake metode yg relevan lainx, untk materi speaking gadget sy menggunakan role play, interview reporting asb, untk writing sy menggunakan collaborative writing dan listening sy biasa dgn activity through the song atau lagu yg kesemuax itu menggunakan strategi scientific learning, kadang pake independent learning gadget waktunya sisa sedikit, kadang juga pake cooperative learning. (For learning strategies referring to gadget material we will teach because each material has a different level of difficulty, this is where as a teacher how do we use suitable teaching strategies, for example for normal</p>	<p>didiknya seperti apa. Strategi yang sering saya gunakan adalah role playing, Question answer, sama small group discussion. Yang di mana banyak melibatkan siswa secara langsung, selain itu berhubungan ini adalah mata pelajaran gadget Inggris, seperti speaking biasanya pakeka dialog, kalau listening itu pakeka biasa song yang mereka suka sedangkan kalau reading samaji juga yang napake miss fate yaitu visualization dan yang paling penting adalah materi yang diberikan selalu dikaitkan dengan kehidupan mereka sehari-hari atau apa yang ada di lingkungan mereka. (Regarding strategy, basically every class and every meeting uses different strategies depending on the condition of the class and the students. The strategies I often use are role playing, question answers, and small group discussions. Which involves a lot of students directly, apart from that, since this is an English gadget subject, such as speaking usually uses</p>	<p>dan penguasaan skill yang ingin dicapai juga berbeda</p>
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		<p>reading learning I use the questioning and answering method, reading aloud and visualization, and I use Other relevant methods, for speaking gadget material I use role play, interviews, reporting, etc., for writing I use collaborative writing and listening, I usually use activities through the song or songs, all of which use scientific learning strategies, sometimes use independent learning at the time a little left, sometimes also use cooperative learning.)</p>	<p>dialogue, when listening uses the usual song they like, while reading. Same as used by miss fate, namely visualization and the most important thing The material given is always associated with their daily life or what is in their environment).</p>	
3	<p>Sejauh mana strategi yang digunakan bapak/ibu membantu dalam mengajar bahasa inggris terkait kemampuan mendengarkan, menulis, membaca dan berbicara?</p> <p>(To what extent did the strategy you use help in teaching English)</p>	<p>Sejauh ini strategi yg sy sebutkan sebelumnya itu sgt membantu dlm proses pembelajaran apalagi dapat membantu siswa juga dalam belajar, karena biasa Sebagian siswa bosanki kalua car aitu it uterus kupake makanya ku mix ki strategiku jadi alhamdulillah siswa sukaji strategi mengajarku juga. (So far, the strategy I mentioned earlier has been very helpful in the</p>	<p>Sejauh ini strategi yang saya sebutkan diatas sangat membantu pada saat digunakan dikelas dan cukup berhasil di beberapa kelas, jika strategi kurang berhasil untuk saya diaplikasikan maka perlu dilakukan analisis dan perbaikan. (So far, the strategies that I mentioned above are very helpful when used in class and quite successful in some classes, if the strategy is not successful</p>	<p>Strategi yang digunakan kedua guru dalam mengajar bahasa Inggris di kelas sangat membantu mereka dalam menyampaikan materi.</p>

		<p>learning process, moreover it can help students learn too, because usually some students get bored if I use that method, so I mix my strategies so thank God the students like my teaching strategies too)</p>	<p>for me to be applied then it is necessary to do analysis and improvement.)</p>	
4	<p>Bagaimana cara bapak/ibu menerapkan strategi tersebut dalam mengajar bahasa inggris di kelas? (How to implement this strategy in teaching English in the classroom?)</p>	<p>Cara sy menerapkan strategi dlm mengajar tergantung situasi dan kondisi kelas yg sy ajar, kebetulan sy mengajar byk kelas otomatis setiap kelas berbeda2 perlakuan. (The way I apply the strategy in teaching depends on the situation and condition of the class that I teach. I happen to teach many classes automatically, each class is treated differently)</p>	<p>Cara menerapkannya yaitu dengan menyesuaikan sub materi yang diajarkan dan melihat kondisi kelas/peserta didik. Tetapi sebelum menerapkan strategi tersebut perlu adanya diagnosa awal mengenai karakteristik/kemampuan awal peserta didik. (How to apply it is by adjusting the sub material being taught and looking at the condition of the class students. But before implementing this strategy, it is necessary to have an initial diagnosis of the initial characteristics/ability of students.)</p>	<p>Guru guru disekolah menerapkan bermacam macam strategi dalam mengajar sehingga guru memudahkan dalam proses mengajar serta siswa pun ikut merasakan dampak dari strategi tersebut</p>
5	<p>Apakah strategi yang bapak/ibu terapkan efektif terhadap siswa (Are the strategies that</p>	<p>Selama ini strategi yg sy gunakan efektif intix kt sebagai guru bgmna kt mengelolah kelas dan membuat materi kt</p>	<p>Iya. Cukup efektif untuk diaplikasikan. Beda kelas beda strategi yang digunakan atau biasa juga setiap pertemuan beda</p>	<p>Strategi yang diterapkan guru efektif sehingga guru mudah memaparkan</p>

	<p>you implement effective to students?)</p>	<p>menarik. (So far, the strategy that I have used has been effective at Intix KT as a teacher, how do we manage the class and make the material interesting)</p>	<p>lagi kupake bisaka pake 2 strategi dll. (Yes. Effective enough to apply. Different classes, different strategies used or usual, every meeting is different, I can use 2 strategies, etc)</p>	<p>materinya dan siswa pun mudah memahami materi yang diterapkan oleh guru</p>
6	<p>Apakah bapak/ibu mengalami kesulitan dalam menerapkan strategi tersebut? (Do you have difficulty implementing this strategy?)</p>	<p>Untuk kesulitan pastilah ada, setiap kelas punya tantangan sendiri2, beragam karakteristik siswa membuat kesulitan jg berbeda2. (There must be difficulties, each class has its own challenges, the various characteristics of students make the difficulties different)</p>	<p>Iya. Penerapan strategi akan sulit jika tidak tepat sasaran dan tidak sesuai dengan karakteristik peserta didik. Terlebih jika siswa sudah bosan dan merasa materi yang diajarkan lumayan rumit, selain itu beberapa peserta didik masih bergantung dengan gadget untuk menggunakan "google translate"</p> <p>(Yes. The implementation of the strategy will be difficult if it is not on target and is not in accordance with the characteristics of students. Especially if students are bored and feel the material being taught is quite complicated, besides that some students still depend on gadgets to use "google translate")</p>	<p>Untuk tingkat kesulitan yang dialami guru berbeda beda, ada kesulitan dalam menerapkan dan ada juga yang kurangnya evaluasi dari setiap kelas yang mereka ajar.</p>

7	Apakah dampak dari strategi yang bapak/ibu terapkan? (What is the impact of the strategy that you implement?)	Dampak dr strategi yg sy gunakan selama ini baik, jd sebelum kt menerapkan strategi apa yg akan kt gunakan terlebih dahulu kt mengetahui karakteristik peserta didik kt, bgmna pengetahuan awal mrk, bgmna kt membuat mrk tertarik dgn materi yg kt ajarkan. (The impact of the strategies I have used so far is good, so before we apply what strategies we will use, we first know the characteristics of our students, how is their initial knowledge, how can we make them interested in the material we teach)	Dampak yang diberikan cukup baik, siswa merasa lebih mudah memahami materi pembelajaran jika dibuat semenarik dan menyesuaikan karakteristik mereka. Terlebih lagi, mereka senang jika materi dikaitkan dengan kehidupan mereka sehari-hari. (The impact given is quite good, students find it easier to understand the learning material if it is made as interesting as possible and adjusts their characteristics. What's more, they are happy if the material is associated with their daily life)	Adapun dampaknya yaitu ada yang memiliki dampak yang positif dimana guru mudah menerapkan strateginya dan ada juga guru yang kesulitan dalam menerapkan strateginya dikarenakan beberapa siswa tidak mengalami perkembangan dalam belajar
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APPENDIX 3

Picture of an interview with the English teachers at SMAN 2 Jenepono



APPENDIX 3

Picture of the teaching process by the teacher T1



APPENDIX 4

Picture of the teaching process by the teacher T2



APPENDIX 5

Picture of Students Assignment by Teacher 1



APPENDIX 6

Picture of Students Assignment by Teacher 2



APPENDIX 7

Lesson plan of Teacher 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP-1)

Sekolah : SMAN 2 Jeneponto
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/ Ganjil
Materi Pokok : Announcement
Alokasi Waktu : 2 x 40 Menit

A. Tujuan Pembelajaran

Setelah mengikuti kegiatan pembelajaran ini peserta didik dapat:

1. Peserta Didik dapat mengetahui fungsi social memberi dan meminta informasi terkait tindakan memberi dan meminta informasi terkait pengalaman pribadi lampau dengan benar.
2. Peserta Didik dapat mengetahui struktur teks memberi dan meminta informasi tindakan memberi dan meminta informasi terkait pengalaman pribadi secara benar.
3. Peserta Didik dapat mengetahui unsur kebahasaan memberi dan meminta informasi terkait tindakan memberi dan meminta informasi terkait pengalaman pribadi diwaktu lampau secara benar.

B. Media Pembelajaran & Sumber Belajar

Media : Laptop, LCD, powerpoint, gambar dan video yang relevan, fasilitas internet

Sumber Belajar : Buku Bahasa Inggris XI.3

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (5 Menit)

1. Guru mengucapkan salam dan berdoa untuk memulai pembelajaran serta memeriksa kehadiran peserta didik sebagai sikap disiplin
2. Guru melakukan apersepsi dan motivasi dengan mengajukan pertanyaan
3. Guru menyampaikan tujuan pembelajaran yang akan dicapai kepada peserta didik
4. Guru menjelaskan kegiatan pembelajaran yang akan dilaksanakan pada hari ini.

Kegiatan Inti (50 Menit)

1. Guru mengarahkan peserta didik melakukan kegiatan, mengisi serta menjawab pertanyaan berdasarkan materi yang ditayangkan.
2. Guru menjelaskan materi dan memberi contoh Pengumuman/Announcement untuk dapat diketikkan peserta didik, dari media interaktif, dan sebagainya.
3. Peserta didik menjawab pertanyaan serial dengan tujuan pembelajaran melalui LKPD secara mandiri tentang Announcement dalam kehidupan sehari-hari
4. Peserta didik untuk menyelesaikan dan mengumpulkan LKPD secara mandiri.
5. Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait struktur teks dan unsur kebahasaan pada Announcement

Kegiatan Penutup (5 Menit)

1. Guru membimbing peserta didik untuk menarik kesimpulan berdasarkan kegiatan yang telah dilakukan dengan menjawab tugas yang telah diberikan
2. Guru memberikan kesempatan kepada peserta didik untuk bertanya dan mengemukakan pendapatnya
3. Guru menyampaikan kepada peserta didik untuk menyelesaikan tugas mandiri dan mempelajari materi berikutnya.

D. Penilaian Hasil Pembelajaran

1. Penilaian Pengetahuan; Penugasan
2. Penilaian Keterampilan; Penilaian Unjuk Kerja

Mengetahui
Kepala Sekolah

Jeneponto,
Guru Mata Pelajaran

AHMAD M., S.Pd., M.M.
NIP. 197005251999031006

Fatmawati A., S.Pd
NIP. 198005292007012011

APPENDIX 8

Lesson Plan of Teacher 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMAN 2 Jeneponto
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/Ganjil
Materi Pokok : *Offers and Suggestions*
Alokasi Waktu : 2 Pertemuan (4 x 45 menit)

A. Kompetensi Inti

- KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".
- KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingi tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemasyarakatan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI4: Mengetahui, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>should, can</i>)	3.1.1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks meminta informasi terkait saran dan tawaran 3.1.2. Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran 3.1.3. Membedakan ungkapan-ungkapan yang digunakan dalam memberi dan meminta informasi terkait saran dan tawaran.
4.1 Menyusun teks interaksi transaksional lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.1.1. Membuat teks interaksi transaksional, terkait saran dan tawaran 4.1.2. Mempresentasikan teks interaksi transaksional terkait saran dan tawaran di depan kelas

C. Tujuan Pembelajaran

Setelah mempelajari teks tentang saran dan tawaran melalui model *Cooperative Learning*, peserta didik mampu mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan terkait saran dan tawaran, mengidentifikasi dan mampu membedakan ungkapan-ungkapan terkait saran dan tawaran dengan tepat. Selain itu, peserta didik mampu membuat teks interaksi transaksional terkait saran dan tawaran serta mempresentasikannya di depan kelas dengan baik dan sesuai konteks.

Jeneponto, Juli 2021

Mengetahui:
Kepala SMAN 2 Jeneponto,

Guru Mata Pelajaran,

AHMAD M., S.Pd., M.M.
NIP. 19780525199030064

IRNOE MOENZIR AZIZ-ZOHIR, S.Pd.
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MAJALIS PENDIDIKAN TINGGI PONTIANAK PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Received: 24 July 2024; Accepted: 10 September 2024; Published: 11 September 2024

Lindemann, J. | Sebastian Seitz

Deyuan Gengantar Penelitian

Explicite alle Formeln!

Ketua LPJM Unismuh Makassar

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2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 2680, 2681, 2682, 2683, 2684, 26

Autism Spectrum Disorders: Valuations

Desa: Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah
Makassar, mahasiswa bahasa mahasiswa terdaftar di bawah ini.

ITAS MUHAMMAD

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MANROSA

ANALISIS PENGARUH PEMERIKSAAN KESELAMATAN DAN KESEHATAN KERJA
PADA KINERJA KARYAWAN

[illegible]

30 Days of Awe! (and 10
of Wonder!)

EMERSON, M.D., Ph.D.
1860-1936



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Abdullah Thaha 299 Jeddah 70222 Fax 0411 9631084 Makassar 90221 E-mail: upk@unismuhmakassar.ac.id



Nomor 4909/05/K-4-VIII/XI/43/2021

03 Rabiul Akhir 1443 H

Lamp 1 (satu) Rangkai Proposal

08 November 2021 M

Hal Permohonan Izin Penelitian

Kepada Yth.

Bapak Gubernur Prov. Sul-Sel

Cq Kepala UPT P2T BKPMU Prov. Sul-Sel

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar (nomor 1468/FKIP/A.4/H/XI/1443/2021 tanggal 5 November 2021), mengenai mahasiswa mahasiswa tersebut di bawah ini:

Nama: **DEWI NADITA RAHMADANI M.**

Nomor NIM: **10535011217**

Fakultas: **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan: **Pendidikan Bahasa Inggris**

Pekerjaan: **Mahasiswa**

Bermaksud melaksanakan penelitian pengumpulan data dalam rangka penulisan Skripsi dengan judul:

"An Investigation English Teachers' Strategies in Teaching E-Learning Classes During Covid-19 Pandemic"

Yang akan dilaksanakan dari tanggal 10 November 2021 s.d. 10 Januari 2022

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Ditentukan, atas perhatian dan kerjasamanya diucapkan: Bismillahirrahmanirrahim

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



Dr. Ir. Abubakar Idhan, MP.
NBM 101 7716



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 2 JENEPONTO**

Alamat : Jln. Daul Qiy. L di No. 17 Tamalate Kab. Jeneponto Kode Pos 92351 Email : smn1tamalate@gmail.com

SURAT KETERANGAN PENELITIAN

Nomor : 421.3 / 200 - UPT SMA.02/JNP/DISDIK

Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 2 Jeneponto, Kabupaten Jeneponto menerangkan bahwa:

Nama : **DEWI NANDITA RAMADHANI**
 Nomor Pokok : 104354119717
 Program Studi : Pendidikan Bhs. Inggris
 Pekerjaan : Mahasiswa (S.1)
 Perguruan Tinggi : Universitas Muhammadiyah Makassar (UNISMUH)
 Alamat : Kelurahan Desa Bontolai Kecamatan Tamalate Jeneponto

Benar telah melakukan penelitian di UPT SMA Negeri 2 Jeneponto Kabupaten Jeneponto dengan judul "An Investigation of English Teachers Strategies in Teaching English (A Descriptive Research)"

Dari tanggal 15 November 2021 sampai dengan 22 November 2021

Demikian surat keterangan penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Jeneponto, 22 November 2021
Kepala UPT SMAN 2 Jeneponto,



UMAD M. S.Pd., M.M.
NIP. 19710525 199903 1 006



MAJLIS DUKHTERANG PIRNIAH MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN PENDIDIKAN
PREDIKSI PENDIDIKAN BAHASA INGGRIS

KONTROL PRAKSI PENELITIAN

Nama Mahasiswa
NIM
Judul Penelitian

1. DEWI NADITA RAMADHAN
2. 10531119717
3. AN INVESTIGATION ON ENGLISH TEACHERS STRATEGIES IN TEACHING ENGLISH (A DESCRIPTIVE RESEARCH)

Tanggal Ujian Proposal
Tempat Lokasi Penelitian

1. 29 OKTOBER 2021
2. SMAN 2 JENEPONTO

No	Harfianagal	Kegiatan Penelitian	Nama Guru/Kepala Sekolah	Tgl Guru/Kepala Sekolah
1	2009.03.11.2011	Mengamati Surat Pengantar	Peneliti	
2	2010.03.11.2011	Melakukan observasi	Peneliti	
3	2011.03.11.2011	Melakukan wawancara	Peneliti	
4	2012.03.11.2011	Melakukan observasi	Peneliti	
5	2013.03.11.2011	Melakukan observasi	Peneliti	



KAMPUS II BENTENG, PERUMAH MADYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

6	Sabtu, 19-11-2021	Peneliti melakukan wawancara terhadap guru kelas 1	
7	Senin, 22-11-2021	Peneliti melakukan wawancara dengan guru kelas 1	
8			
9			
10			

Ketua Program Studi,
FKIP Islamiah Makassar

Dr. Liliatul Muchlisah, S.Pd., M.Pd.
NIM 977 807





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

Jl. Sultan Nuruddin, Rt. 009 Makassar 90221 Telp. (0411) 89651401 Fax (0411) 89651402

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: Dewi Nandita Rahmadham M
NIM: 10535119717
Program Studi: Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Angka Persen
1	Bab 1	2%	10%
2	Bab 2	11%	25%
3	Bab 3	10%	10%
4	Bab 4	0%	0%
5	Bab 5	0%	0%

Dengan ini telah bebas dari plagiat yang dilakukan oleh UPT Perpustakaan dan Penerbitan
Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin

Dengan surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan
sebagaimana mestinya.

Makassar, 14 Desember 2021

Yang menerangkan

Kepala UPT Perpustakaan dan Penerbitan,

S Hum M.P.
NIM 964 491



CURRICULUM VITAE

Dewi Nandita Rahmadhani M was born in Jeneponto on December 18, 1999. She is the youngest of 5 children. Mr. Mansyur is her father, and Mrs. Raidah is her mother. From 2006 to 2011 she studied at SDN 06 Kalumpang, she continued her junior high school education at SMPN 2 Tamalatea in 2012 and graduated in 2014, the same year she started high school, attended SMAN 1 Tamalatea and completed 2017. Finally, she continued her studies at the Muhammadiyah University of Makassar as an ordinary student specializing in English Education at the Faculty of Teacher Training and Education. After completing her studies, she was able to complete her thesis on "An Investigation of English teacher's Strategies in Teaching English" in the seventh semester of the English Department at the University of Muhammadiyah Makassar