

**IDENTIFYING TEACHERS' STRATEGIES IN TEACHING ENGLISH
AND THE STUDENTS' RESPONSES AT SMPN 4 POSO PESISIR**

UNDERGRADUATE THESIS

*Presented as Partial Requirements
for the Degree of Sarjana Pendidikan
to the Faculty of Teacher Training and Education
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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ABSTRACT

Tin Noven Ngkalao, 2023. *Identifying Teachers' Strategies in Teaching English And The Students' Responses at SMPN 4 Poso Pesisir.* Supervised by Vivin Krismawanti Modjango and Sherliane Trisye Poai.

Keywords: Teachers' Strategies, Teaching English, Students' Responses

This research is to identify teachers' strategies in teaching English at SMPN 4 Poso Pesisir. This research is conducted at SMPN 4 Poso Pesisir. The type of research use in this study was descriptive qualitative and the subjects of this study were English teachers at SMPN 4 Poso Pesisir, which consisted of two teachers. Teachers in class VII use three strategies, namely expository strategies, cooperative strategies, and contextual strategies. Teachers in class VIII use four strategies, namely expository strategies, cooperative strategies, contextual strategies, and problem-based strategies. The process of collecting data is done by observation, interviews, and documentation. The findings of this study shows that the strategies use by teachers in teaching English at SMPN 4 Poso Pesisir were: expository strategies, cooperative strategies, contextual strategies, and problem-based strategies. Students' responses to the strategies use by the teacher in teaching English learning were that students paid attention to the teacher's explanation during English learning, students answered teacher questions, asked questions to the teacher, did assignments given by the teacher, discussed, and gave opinions and order in the learning process.

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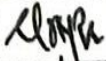







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ABSTRAK

Tin Noven Ngkalao, 2023. Identifikasi Strategi Guru dalam Mengajar Bahasa Inggris dan Tanggapan Siswa di SMPN 4 Poso Pesisir. Dibimbing oleh Vivin Krismawanti Modjanggo dan Sherliane Trisye Poai.

Kata kunci : Strategi Guru, Guru Bahasa Inggris, Tanggapan Siswa

Penelitian ini untuk mengidentifikasi strategi guru dalam mengajar bahasa Inggris dan respon siswa di SMPN 4 Poso Pesisir. Penelitian ini dilakukan di SMPN 4 Poso Pesisir. Jenis penelitian yang digunakan dalam penelitian ini adalah deskriptif kualitatif dan subjek dari penelitian ini adalah guru Bahasa Inggris di SMPN 4 Poso Pesisir yang terdiri dari dua orang guru. Guru di kelas VII menggunakan tiga strategi yaitu strategi ekspositori, strategi kooperatif, dan strategi kontekstual. Guru di kelas VIII menggunakan empat strategi yaitu strategi ekspositori, strategi kooperatif, strategi kontekstual, dan strategi berbasis masalah. Proses pengumpulan data dilakukan dengan observasi, wawancara, dan dokumentasi. Temuan penelitian ini menunjukkan bahwa strategi yang digunakan guru dalam mengajar bahasa Inggris di SMPN 4 Poso Pesisir adalah: strategi ekspositori, strategi kooperatif, strategi kontekstual, dan strategi berbasis masalah. Tanggapan siswa terhadap strategi yang digunakan guru dalam pembelajaran bahasa Inggris adalah siswa memperhatikan penjelasan guru pada saat pembelajaran bahasa Inggris, siswa menjawab pertanyaan guru, bertanya pada guru, mengerjakan tugas yang diberikan guru, berdiskusi, dan memberikan pendapat dan ketertiban dalam proses pembelajaran.

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CHAPTER I

INTRODUCTION

A. Background of The Research

Learning activities in class is one of the determining factors for student achievement, that is way students are required to be active during learning process. English teachers can provide several learning strategies especially in learning English by using methods or strategies that students can understand. Students also motivate to is the strategies make them feel happy with learning English. Based on my observations, the teacher conveys the learning material using a digital device (projector) so that it makes students feel happy and they can understand the material being taught by the teacher. In applying this way of learning will not create a sense of boredom in students.

Where a teacher plays a role and simultaneously holds dual duties and functions as a teacher and also as an educator. As a teacher the teacher must be able to pour a number of lesson materials to students. Meanwhile, as an educator the teacher is expected to be able to guide and foster students to become capable, active, creative, and independent students. Students will not be eager to learn if a teacher is not creative in developing his learning strategy, the greatly affects the learning outcomes is students do not reach the KKM 75, while the average student gets a score of 70 in English subject and students' English skills are very minimal. The teacher's strategy in teaching is very important to achieve learning outcomes.

Teachers must be able to study the material and be able to approach students through lesson plans and various teaching strategies so as to attract students' interest in learning, and also teachers must actively seek learning resource strategies that can make students more interested in learning, especially in learning or teaching English. Strategies are very important in the learning process, by using the right learning strategies, students will not feel bored during the learning process. Strategy is a way in which a teacher is able to implement learning strategies effectively and efficiently.

B. Problem Formulation

Based on the background above, the researcher formulates the research problems follows :

1. What strategies are used by teachers in teaching English at SMPN 4 Poso Pesisir?
2. What are the students' responses on the use of strategies in teaching English?

C. Objectives of The Research

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

1. To identify the strategies are used by the teacher in learning English at SMPN 4 Poso Pesisir.
2. To find out the students' responses of strategies use in teaching English at SMPN 4 Poso Pesisir.

D. Significances of The Research

The significances of this research it all novoded to be useful for :

1. Students :

The benefit of this strategy for students is that students can develop learning abilities based on their learning experience so as to achieve effective learning outcomes.

2. English teachers :

The benefit of this strategy for English teachers is that English teacher can find out what learning strategies should be used to achieve effective and efficient learning.

3. Readers and future researchers :

The benefit for future readers and researchers is that it can be used as a reference to get information about what strategies to do in the learning process, especially in learning English.

:

E. Scope of the Research

The focus of this research is to identify the strategies used by teachers in teaching English and students' responses at SMPN 4 Poso Pesisir and this research focuses on English teachers who are determined by using the English learning strategy. By sanjaya (2016). The object of this research were two English teachers who taught grade one and grade two at SMPN 4 Poso Pesisir.

F. Definition of Key Terms

1. The English teaching strategies is how a teacher at SMPN 4 Poso Pesisir uses teaching strategies and can be conveyed through learning tools to students and how students respond to learning material so that there is no feeling of boredom during the learning process.
2. The teacher is a connecting tool between learning devices and students. The teacher as a professional educator in educating student teachers plays an important role in education, where the teacher teaches a science, educates, gives encouragement/motivation to students, and directs students so they can understand the knowledge that has been taught. Teachers have a great responsibility towards students. But teachers also need a teaching strategy where this strategy can help teachers in teaching, especially in teaching English.
3. Strategy is an effort made by a group or individual, to create a scheme to achieve a target to be achieved. Strategy is also an art for a group and strategy can be used as a process for making a plan to achieve a certain goal. This study used two English teachers as research subjects.
4. Students' responses is a reaction given by students to a lesson given by the teacher.

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