



**TEACHERS' STRATEGIES IN TEACHING ENGLISH
AT MTs YPKS PADANGSIDIMPUAN**

A THESIS

*Submitted to State Institute for Islamic Studies Padangsidempuan as
a Partial Fulfillment of the Requirement for the Degree of
Islamic Education (S.Pd.I) in English*

By:

**NUR ADIMAH
Reg.No. 10 340 0096**

ENGLISH EDUCATION DEPARTMENT

**FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

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Assalamu'alaikum Wr. Wb.

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Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu'alaikum Wr. Wb.

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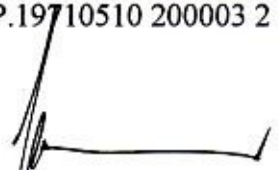
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ABSTRACT

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This research has taken based on fact has using strategies in teaching English. The researcher identified many strategies, as seen that there are many teachers who did not know how to teach English. In this research, the researcher wanted to find out about the teachers' strategies in teaching English, the teachers' problems in teaching English and teachers' strategies to solve the problems in teaching English at MTs YPKS Padangsidimpuan.

The research has conducted by qualitative approach and descriptive method. The sources of the data for this research were English teacher and students. As the instrument for collecting the data the researcher used obsrvation, interview and video recorded. The researcher analyzed the data: Managing, Reading, Describing, Representing, Classifying, Interpreting data by identifying and abstracting important understanding from the detail and complexity of the data.

In this occasion, teachers' strategies in teaching English at MTs YPKS Padangsidimpuan were: using book, dictionary, note and role playing activities. Teachers' problems in teaching English at MTs YPKS Padangsidimpuan were: the students not interested to study English, the students is low spirit in learning, the students mastery of English vocabulary is still poor, the students made a noise in the classroom, there was no teaching media and the low motivation of parents to students. Teachers' strategies to solve the problems in teaching English at MTs YPKS Padangsidimpuan were: the teachers gave motivation and suggestion to students, especially for English, the teacher gave warning or advice to students, the teacher move the place of students' sit, the teacher asking to headmater to add the facilities in learning and the teacher order them to enrich vocabulay.

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In writing this thesis, I have found various difficulties. Fortunately, many people help me to finish this thesis. May be without supporting, helping, praying this thesis would not be as it is now. Therefore, in this opportunity I would like to express her gratitude to the following people

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This thesis is still so far from being perfect based on the weakness of the researcher. Therefore, I need expects the constructive criticisms and suggestions from the readers in order to improve this thesis.

Padangsidempuan, 20th February 2015



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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the languages in the world, the existence of English states as an international language because there are many people used English by different countries. In Indonesia, the needed of English as foreign language has developed. It is an instrument to transfer modern knowledge, culture, and to grow up international relation. Realizing how important this language, our government had determined English as the first foreign language which taught in Indonesia. By English, the students are hoped to enrich their knowledge, so they are able to apply their knowledge in the life.

English is a very important language that is used by many people in various countries. It is very useful for us and our future. English is the first language in many aspects in life, such as in everyday life, business, information technology, education especially junior high school and university education, and many other aspects. In the context of English, communicative competence includes four major aspects categorized in two main ways that is receptive competence and productive competence. Receptive competence consist of two different modes of language behavior, namely listening and reading; and productive competence consist of two modes namely speaking and writing. Learning English is very important for

students of Indonesia. The important could be seen from the fact that most scientific books are written in English and there are many job application which put English as the main qualification.

The teachers are educating, teaching, guiding, motivating students' science, behaviour, language and others. Teacher need to have speech character, behaviour, language, and they imitated by his students both outside and inside of environment. Additionally teachers are models for their students. Teacher encourage their students to master all aspect of the study the problem of language, in order to master various languages especially English as international language, and it is a language of in consequence, mastering English can conquer the world. Teacher have no simple responsibilities toward their students. The teacher should have good physic and personality to overcome cognitive, affective, psychomotoric problems. Teacher also must have abilities that can lead students toward a better.

A teacher must have a high intellectual level, so as to transform teaching, wisdom, guidance, and blessing of all God's creation, as well as having a strong inner potential so that can direct the work of inteligen. A teacher should be able to use the intellectual and emotional abilities and to give warning to other humans, so humans can worship God Almighty. A teacher must be able to clean up other people from all deeds despicable behaviour. A teacher must serve as custom, builder, referring counselor,

motivator and provision provider of knowledge, experience and skills to people in need.

In relation with that, than the role of educational institutions and teachers training institutes in facilitating the teacher duties should also be paid more attention. These all relate to the role of teachers because the people are the main factors in the success of English language education in the schools. In doing so, the teachers may employ certain strategies to optimize classroom activities such as using appropriate strategy, concerning to the characteristic of the students learned that they can easily get bored. It is important to consider what kind of strategy can be used in the other to make English of the young learners become easy and interesting. To get the attention of the students, it is necessary to create the class situation which can motivate the students to study. One of the ways to create the students learner class more interesting is through effective strategies.

Also, strategy is a planning of something of carrying out a plan in a skillful way. It is important in teaching learning process because teachers is a key factors in the classroom is the resource in the teaching and learning process. So, teachers strategies is part of important in teaching for developing four skills, especially in the classroom. Teaching strategies are the methods you use to allow learners to access the information you are teaching. As a teacher must have many strategies in teaching especially teaching English because the students have four skills must developing. So, a teacher can apply

what are strategies used in teaching match with matery. On the other hand, the students interested in teaching English.

In teaching English there are many strategies which can be use by the teacher. So, in teaching English the teachers must to dispel learning strategies to increase students ability in four skills. Teacher strategies is very influential person in the teaching learning process. Teachers are special educators with teaching duties, kindergarten, elementary school, junior high school, senior high school until University. Teacher is who has the idea to be realized for the benefit of students, thus support the best possible relationship with students, develop and related virtues of religion, culture and science.

Based on observation the writer did at MTs YPKS Padangsidimpuan especially the class (VIII-2 and VIII-5). In teaching English, the teachers still did not use various strategies. The actual the teacher strategies only using cooperative learning and group or fair work and role playing activities. It means that, in using *cooperative learning and group or fair work* the teacher using book, dictionary, and note. It means that, in using book the students are ordered to reading dialogue or text. The teachers always asked the students to read the text and then answer the question without understanding the text. In using open dictionary the students are ordered to find meaning of words. Then, notes the students are ordered to answer the question of text and recitation to difficult vocabulary there are in the book, then to do test in front up class. Then, in *using role playing* activities the teacher order them to

dialogue. The dialogue include visualization and contextualization. It means that, students can use visualization to create powerful mental images of themselves on their roles, the personalities of the characters played by other participants in the dialogue, and the physical setting in which it is taking place. By using contextualization, students can use physical action, props, facial expression and even a particular tone of voice to trigger the next part of the dialogue being memorized. It is also found that the teacher gives explanation by using Indonesian words and the students write in English as the reinforcing students vocabulary. Then, the teacher ordered them to recitation of the words.

English teacher says the students have problematic happend at MTs YPKS Padangsidimpuan.¹The actual facts are: the students not interested to study English, the students is low spirit in learning, the students mastery of English vocabulary is still poor because their limitation of vocabulary, the students make a noise in the classroom, there is no teaching media and the parents is low motivation to students.

Based on the explanation above, it is clear that teachers in MTs YPKS Padangsidimpuan as instruments to develop the four skills of students. Because mastering of language the people can explore the world of science.

¹*Interview* with Mr. Martua Dalimunte, English teacher of MTs YPKS Padangsidimpuan, Thursday, 17 April 2014.

To study about teachers' the researcher would like to discuss about "TEACHERS' STRATEGIES IN TEACHING ENGLISH AT MTs YPKS PADANGSIDIMPUAN."

B. Focus of the Problem

Based on the background of the problem above, the researcher was focused to explore teachers' strategies in teaching English at MTs YPKS Padangsidimpuan.

C. Defenition of the Terminologies

1. Teacher

Teacher is a teaching in front of class to give knowledge. According to Ahmad Sabri said, "Teacher is a major holder in teaching and learning process".²Then, Uzer Usman he said, teacher is a job or a professional who has had especially skill.³ Based on the explanations above, the researcher concludes that teacher is very influential person in the teaching-learning process.

2. Strategy

Strategy is a plan that designed to achieve particular purpose. In other words strategy is a planning of something of carrying out a plan in a

²Ahmad Sabri, *Strategi Belajar Mengajar and Micro Teaching*(Jakarta: Quantum Teaching, 2005), p. 68.

³Moh. Uzer Usman, *Menjadi Guru Professional* (Bandung: Rosdakarya, 2006), p. 5.

skillful way.⁴ According Arifin strategy is as one of the plan to find the purpose. In this case in using strategy.⁵ It means strategy is the process appointment a planning to focus on way or effort how the process can reached. Based on explanation above, the researcher concludes that strategy means an idea that a learner can employ to increase learning.

3. Teaching

Teaching is activities to do teacher in front of class to give knowledge and skill. “Teaching is a political strategy or tactics used by teachers in the learning process in class”.⁶ Based on explanation above, the researcher concludes that teaching is more characterized as a thinking activity.

4. English

English is an International language. In Indonesia English as second language. So English is a very important language that is used by many people in various countries especially students of Indonesia. It is very useful for us and our future. English is the first language in many aspects in life, such as in everyday life, business, information technology, education.

⁴A.S.Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000), p. 621.

⁵Asmadawati, *Desain Pembelajaran Agama Islam* (Padang: Rios Multicipta, 2013), p. 141.

⁶*Ibid.*, p. 94.

5. MTs YPKS

MTs YPKS Padangsidimpuan is one of Islamic Private School that take place in Street Soripada Mulia. It is the school that researcher wants to research. The researcher concludes that an analysis of teachers' strategy in teaching English.

Based on explanation above, an analysis of teachers' strategies in teaching English at MTs YPKS Padangsidimpuan is as the teacher of process to problem solving in teaching English learning process especially strategies in teaching English. Also, one way to found solution of the problem teachers in teaching English learning process.

D. Formulation of the Problem

Based on the explanation above, the researcher takes the formulation of the problem as below:

1. What were the teachers' strategies in teaching English at MTs YPKS Padangsidimpuan?
2. What were the teachers' problems in teaching English at MTs YPKS Padangsidimpuan?
3. What were the teachers' strategies to solve the problems in teaching English at MTs YPKS Padangsidimpuan?

E. The Aims of the Research

Based on explanation above, the researcher takes the aims of the research as follow:

1. To know the teachers' strategies in teaching English at MTs YPKS Padangsidimpuan.
2. To know the teachers' problems in teaching English at MTs YPKS Padangsidimpuan.
3. To know the teachers' strategies to solve the problems in teaching English at MTs YPKS Padangsidimpuan.

F. Significant of the Research

Hopefully the research will give a good influence for:

1. Department for Islamic of Medan, to develop qualified from the state institute for islamic studies Padangsidimpuan.
2. Headmaster of MTs YPKS Padangsidimpuan, to develop and encourage English teachers to teach English best.
3. Teachers of MTs YPKS Padangsidimpuan, to develop their capability in teaching English.
4. Researcher, result of this research as reference and standing point for studying the other subject in the field of language teaching.

G. Outline of Thesis

The systematic of the research was divided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

Chapter one, it consisted of background of the problem, focus of the problem, definition of terminologies, formulation of the problem, the aims of the research, significance of the research.

Chapter two, it consisted of the theoretical description and review of related finding. In theoretical review consists of description theory: analysis, teacher strategy, strategies in teaching English.

Chapter three, it consisted of research methodology and outline of thesis. In research methodology consisted of place and time, kinds of the research, the source of data, the instrument of data, the technique of analysis data, and techniques of checking trustworthiness and thesis outline.

Chapter four, it consisted of finding and findings consisted of general findings, specific findings, discussion and the threat of the research.

Chapter five, it consisted of conclusions and suggestions.

CHAPTER II

THEORETICAL DESCRIPTION

A. Description Theory

1. Teacher Strategy

a. Defenition Teacher

Teacher is one who stands in front of the classroom to convey knowledge. Teacher also means people whose job teaching, a science to others.¹ Finally, teachers are those people who have a responsibility to educate. According to the National Education System: “Teachers are special educators with teaching duties, elementary and secondary education in higher education it is called the lecturer”.² The teacher is very influential person in the teaching-learning process.

Therefore, teachers should really bring their students to the objectives of achievement. Teachers must be a liberal-minded person and the teacher has to have authority, authority is very important thing for a teacher it means having sincerity, a strength, something that can give the impression and influence towards students.³ So, teacher is who has the idea to be realized for the benefit of students, thus support the

¹Yunus Namsa, *Metodologi Pengajaran Agama Islam* (Pasar Minggu: Pustaka Firdaus, 2000), p. 87.

²Syafaruddin Nurdin dan Basyiruddin Usman, *Guru Profesional dan Implementasi kurikulum* (Jakarta: Ciputat Pers, 2002), p. 7 – 8.

³Cece Wijaya, *Upaya Pembaharuan Dalam Pendidikan dan Pengajaran* (Bandung: Remaja RosdaKarya, 1992), p. 23.

best possible relationship with students, develop and related virtues of religion, culture and science. Teachers are special in the community. Their wisdoms are respectful. Society believe that teachers who educate them and become a good people.

From the explanation above, the researcher concludes that teacher is a person who have a job to educate, to teach, and have knowledge to transfer her science to her students.

b. The Principle of Teacher

The principles of teacher can see as being a very important part of language learning process and one of motivations in planning the vocabulary component of a course is making sure that it does not overwhelm other essential parts of the course. So, the teacher must have the principle as follow:

1) Taqwa to Allah SWT

Based on Islamic study, teacher should be a models for their students in nation and religion. Then, the teacher must have some good character they are :

- a) A teacher should be Juhud, means he or she does not put money in his or her priority to do the duties.
- b) A teacher has a clean soul, as stated in Athiyah al-Abrasy, a teacher must clean his body, away from sin and error, clean soul, to avoid a major sin, show off, hostility.

- c) A teacher must be sincere in performing their duties.
- d) A teacher must be kind-hearted towards his students.
- e) A teacher must be able parents to be for his or her students.
- f) A teacher must know students' talent, character.
- g) A teacher must master in planning the before teaching.⁴

2) Teacher Competency

Certificate is an evidence, for owner is required knowledge and ability to teach.⁵The ability to educate is a major requirement for educators, because it involves the professional demands that must be owned by people who choose this profession.

3) Teacher Physical Health

Teacher should be healthy body and soul to do education process. The healthy teacher takes a good result of education process, where as contrary is not. More over he or she should be healthy body and soul.⁶

4) Well-behaved

Teachers should behave well for good education. Students might copy the way a teacher behaves. Additionally, good

⁴Abuddin Nata, *Perspektif Tentang Pola Hubungan Guru-Murid* (Jakarta: Raja Grafindo Persada, 2001), p. 71-76.

⁵Syaiful Bahri Djamarah, *Guru dan Anak Didik Dalam Interaksi Edukatif* (Jakarta: PT. Asdi Mahasatya, 2005), p. 54.

⁶Dja'far Siddiq, *Ilmu Pendidikan Islam*(Bandung: Citapustaka Media, 2006), p. 79.

education makes students good at personality. Finally, prophet Muhammad can be a model of this case.

Based on explanation above, the researcher concludes that taqwa to Allah SWT, teacher competency, teacher physical health, and well-behaved is principle of teacher must to do in daily life.

c. The Role of Teacher

Whithin the classroom our role many change from one activity to another. If we are fluent at making these changes our effectiveness as teacher is greatly enhanced. Teacher have many roles, as follow:

1) Controller

When teachers acts as controller they are in charge of the class and of the activity taking place in a way that is substantially different from a situation where students are working on their own in groups.

2) Organizer

The most important roles that teachers have to perform are that of organizing students to do various activities. This often involves giving the students information, telling them how they are going to do the activity. Putting them into pair or groups, and finally closing things down when it is time to stop.

3) Corrector

As a proofreader, a teacher should be able to tell which values are good and which bad grades

4) Inspiration

For inspiration, a teacher must be able to provide good inspiration for students learning progress.

5) Motivator

As a motivator, a teacher should be able to encourage their students to be passionate and active learning resource.

6) Resource

In some activities it is inappropriate for us to take on any of the roles we have suggested so far. Suppose that the students are involved in a piece of groups, preparation for presentation and other.

7) Tutor

When students are working on longer projects, such as pieces of writing or preparations for a talk or a debate, we can act as a tutor, working with individuals or small groups, pointing them in directions they have not yet thought of taking.

8) Observer

The teachers will observe what are students do so, that the teachers can give them useful group and individual feedback. When observing students the teachers should be careful not to be too intrusive by hanging on their every word, by getting too close to them or by officiously things all down time.⁷As a teacher in charge of fostering the development of knowledge, attitudes and skills.

Teachers know that at the end of each lesson it is unit sometimes just a change and the development of knowledge alone. It may also be pleased if the teacher has been a change and the development of knowledge and skills, because it can be hoped for indirect effects, through transper process for developments in the field of attitudes and interests of students.⁸The task of teacher is also important for society. In this area teachers have a duty to educate and teach people to become good Indonesia citizens.

So that the teacher must have the skill, such as financial administration, arrange academic records, compiling records, and the expedition. In general, the task is to educate teachers, educate is a series of teaching process, giving encouragement, praise, punish, give examples.

d. Strategy

⁷Jeremy Harmer, *The Practice of English Language Teaching, Third Edition* (England: Longman, 2001), p. 57-62.

⁸Zakiah Daradjat, *Pengajaran Agama Islam*(Jakarta: Bumi Aksara, 1995), p. 265.

There are some definitions of strategies according to experts. Strategies derived from the word “strategy” that means a plan that is intended to achieve a particular purpose or the process of planning something or carrying out a plan in a skillful way.⁹J.R. David in Sanjaya defines strategy as a plan, method, or series of activities design to achieve a particular educational goal.¹⁰Then, Ahmadi and Prasetya said¹¹ that generally, strategy defined as an outline to achieve a specific purpose. In learning, strategy defined as the efforts of the teachers in learning process so that the purposes of the learning can be achieved.

Then, strategy defined as an outline to achieve a specific purpose. David Nunan states that, “strategies can be defined as conscious actions that learners take to achieve desired goals or objectives”.¹²It means that, strategy is the process appointment a planning to focus on way or effort how the process can reached. It is also strategy means an idea that a learner can employ to increase learning. Furthermore, Harmer explains:

Planning helps teacher because it allows to think about where they are going and gives them time to have ideas for

⁹A. S. Hornby, *Op.Cit*, p.1338.

¹⁰Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Prenada Media Group, 2010) p.126.

¹¹Abu Ahmadi & Joko Tri Prasetya, *Strategi Belajar Mengajar*(Bandung: Pustaka Setia, 2005) p. 11.

¹²David Nunan, *Practical English Language Teaching* (New York: McGrown-Hill Companies Inc, 2003), p. 77.

tomorrow's and next week's lessons. In the classroom, a plan helps to remind teachers what they intended to do especially if they get distracted or momentarily forget what they had intended. Finally, planning helps because it gives students confidence, they know immediately whether a teacher has thought about the lesson, and they respond positively to those that have.¹³

Then, Richard states that: "lesson plans help the teacher think about the lessoning advance to resolve problems and difficulties, to provide a structure for a lesson, to provide a map for the teacher to follow, and to provide a record of what has been taught".¹⁴ Daily lesson planning can benefit English teachers in the following ways:

- 1) A plan can help the teacher think about content, materials, sequencing, timing and activities.
- 2) A plan provides security (in the form of a map) in the sometimes unpredictable atmosphere of classroom.
- 3) A plan is a log of what has been taught.
- 4) A plan can help a substitute to smoothly take over a class when the teacher cannot teach.

From the explanation above, the researcher concludes that daily lesson planning benefit students because it takes into account the different backgrounds, learning style, and abilities of the students in one class.

Moreover, Ellis in Nunan states:

¹³Jeremy Harmer, *How to Teach English* (Malaysia: Longman, 2001), p. 121.

¹⁴Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching* (USA: Cambridge University Press, 2004), p. 31.

Strategy can be categories under three board process types: hypothesis formation, hypothesis testing, and automatization. Hypothesis formation includes such strategies as simplification and inferencing, and refers to strategies where by learners come to conclusion about the structure of the target language based on samples of the language, or transferring from knowledge of one's first language. Hypothesis testing refers to strategies such as trying out rules when communicating with native speaker and monitoring the speaker's reaction to evaluate whether or not the rule seems to work. Automatization includes strategies for practicing the language.¹⁵

From explanation above, the researcher concludes that strategy is a plan of teacher in design learning process in achieving learning purpose. The strategy must be done depends on approach that used and how to operate the strategy teachers may use some technique that relevant to the method, and the last, in using the technique may be different from a teacher with another.

So, teachers strategy is part of important in teaching for developing four skills. When ever, teacher is a major holder in teaching and learning process especially to develop skill. Then, strategy is planned steps and problem solving in teaching. Based on explanation that, the researcher concludes teacher strategy is a tool to problem solving in learning process and showing a planning to get something or purpose.

2. Teaching English

¹⁵David Nunan, *Language Teaching Methodology* (Sudney: Macquarie University Longman, 1998), p. 168-169 .

a. Teaching

Teaching is a process to give lesson to students. According to Nana Sudjana in Djamarah , as well as learning, teaching is a process that is a process to arrange, organize the milieu of the students so that it can to motivate students to learn.¹⁶ In other words, teaching is giving helping process to students in learning process. Then, Harmer stated that in teaching process there are a number of question that must be considered by teacher before start the lesson. They are:¹⁷

1) Who exactly are the students for this activity?

Their age, levels, cultural background and individual characteristic have to be taken into account when deciding to use an activity. Teachers often have a section called description of the class in their plans to remind themselves and or an observer what they know about their students.

2) Why do you want to do it?

There has to be a good reason for taking an activity into a classroom apart from the fact that the teacher happens to like it or because it looks interesting.

3) What will it achieve?

¹⁶Syaiful Bahri Djamarah & Aswan Zain, *Strategi Belajar Mengajar* (Bandung: PT Rineka Cipta, 2006) p. 39.

¹⁷Jeremy Harmer, *Op., Cit.* P. 123-124.

It is vitally important to have thought about what an activity will achieve. It might give students a greater understanding of an area of vocabulary. It might give them fluency in one particular topic area or it might have the effect of providing students with better strategies for coping with long and difficult stories told orally.

4) How long will it take?

Others demand setting up time, discussion time, students planning time, etc. One of the things that undermine the student's confidence in the teacher is if they never finish what they set out to do. One of the things that irritate those most is when teacher is run after the bell has gone because they have to finish an activity. Thinking about how long an activity will take is a vital part of planning.

5) What might go wrong?

If teacher try and identify problems that might arise in the lesson, they are in much better position to deal with them if when they occur. The attempt to identify the problems will also give the teacher insight into the language or the activity which is to be used. Teachers often call this anticipated problem in their plan.

6) What will be needed?

Teachers have to decide whether they are going to use the board or the tape recorder, an overhead projector or some role cards. It is also important to consider the limitations of the classroom and the experiment. In their plans, teachers usually indicate the teaching aids they are going to attach copies of print material the student are going to work with.

7) How does it work?

Experienced teachers may have procedures firmly fixed in their minds but even they, when they try something new, need to think carefully about the mechanics of the activity. Teachers often call this procedure in their plans and indicate what kind of activity it is, sometimes in note form.

8) How will it fit in with what comes before and after it?

An activity on its own may be useful, engaging and full of good language. But what connection if any does it have to the activities which come before and after it? Perhaps two or three activities are linked by topic, one leading into the other. Perhaps an activity has no connection with the one before it; it is there to break up monotony in a lesson or to act as a 'gear change'. The point of answering this question for ourselves is to ensure that we

have some reasonable vision of the overall shape for our lesson and that it is not composed unrelated scraps.

Then, in learning process there are five phases that must be done by the teacher, so their teaching become more effective. As quoted by Richards from Hunter & Russel model's they are:

- a) Perspective or opening. The teacher asks the students (for himself or herself) the following question: what was the previous activity (what was previously learned)? What concepts they have learned? The teacher then gives the preview of new lesson.
- b) Stimulation. The teacher (a) poses the question to get the students thinking about the coming activity; (b) helps the students to relate the activity to their lives; (c) begins with an attention grabber: an anecdote, a little scene acted out by peer teachers or lay assistant, a picture or a song; and (d) use it (the response to the attention grabber) as a lead into the activity.
- c) Instruction/participation. The teacher presents the activity, checks for student understanding and encourages the active students' involvement. Teacher can get students to interest by the use of pair work and / or group work.
- d) Closure. For this phase the teacher checks what the students have learned by asking question such as "what did you learned? How did you feel about these activities?" The teacher then gives a preview about the possibilities for future lessons.
- e) Follow-Up. The last phase of the lesson has the teacher using other activities to reinforce some new ones. The teacher gives students opportunities to do independent work and can set certain activities or tasks taken from the lesson as homework.¹⁸

Based on the explanation above, the researcher concludes that teaching is giving helping process to students in learning process. In

¹⁸Jack C. Richards & Willy A. Renandya, *Op., Cit*, p. 32-33.

teaching process, there were some aspects that must be considered by a teacher. They were the background of the students, the reason of the learning, the purpose of the learning, the timing, the problems in learning process, the aids of the teaching, and the link of the before activity and after it. Then, there were five phases that must be done by a teacher in teaching process so that, the teaching can be success; they were opening of the learning, stimulation, instruction, closure and follow-up of the learning.

b. English

English is taught to non-native speakers either as second language or as foreign language. The notion of second language addressed to students whose mother tongue is other than English, however English is widely used in the daily life of the society. Such cases occur in Singapore, Malaysia, some regions of India and for non-English speaking immigrants coming to English speaking countries such as Australia and America. English as foreign language is taught to students in non-English speaking countries such as Indonesia.

How English is taught? Theory of language and language acquisition are the major factors from which language teaching is established. The fact can be seen from the history of language teaching from the old era to the modern era today. Then, language teaching is argued to obtain ability in communication. Ability in communication is

then acknowledge as the communicative competence. Finally, the purpose of language teaching is broadly accepted as to develop the communicative competence or four skills.

3. Strategies in Teaching English

English teaching strategies as actions taken by the teacher to teach. Thus, a learning strategy is selfinitiated by the learner whereas a teaching strategy is teacher-initiated. one must distinguish such terms as strategy, megastrategy, tactic, technique, principle, and method. The term strategy denotes both general approaches and specific actions taken to learn a second language. Stern used both strategy and technique, and Seliger used the term tactic.¹⁹It means that strategy an idea that a learner can employ to increase learning.

So, teaching strategies is a plan of the teacher designed learning process in achieving learning purposes. The strategy must be done depends on approach that used, and how to operate the strategy teachers might used some methods of learning. In using method of learning teacher might use some technique that relevant to the method, and in using the technique might be different from a teacher with another.

According to Ahmad Sabri teaching strategy is the action of teachers in implementing the teaching plan, it means: teachers' effort in

¹⁹Linne T. Diaz-Rico, *Teaching English Learner Strategies and Methods* (California: California State University, 2008), p. 105.

the use of several variables such as teaching objectives, materials, methods, tools, and evaluation, in order to influence the students achieve those objectives.²⁰It means that teaching strategy is implementing the teaching objective, materials, methods, tools, and evaluate.

Teaching strategy is basically the real action of the teachers or teachers implement teaching practices through certain way which is more effective and efficient. In other words, teaching is a political strategy or tactics used by teachers in the learning process in class.

There are many kinds of teacher strategies in their teaching, depending on what information or skill the teacher is trying to convey. Chammot gives four teaching strategies as follows:²¹

a. Cooperative Learning and Group or Pair Work

Cooperation should be identified as a strategy, and students can be asked to explain the various benefits that this strategy provides. Assigning roles to different members of cooperative groups helps ensure that all members participate and make contributions to the group assignment. As part of the cooperative learning task, teacher to practice, they also should provide a way for students to record the strategies they used during the cooperative learning or group activity.

²⁰Ahmad Sabri, *Op. Cit.*, p. 2.

²¹Anna Uhl Chammot, et. al. *The Learning Strategies Handbook* (USA: Addison Wesley Longman, 1991) p. 106-110.

For example students can be provided with a sample worksheet to complete as they work on a jigsaw cooperative learning activity.

b. Role Playing Activities

A number of learning strategies can help students engage successfully in role playing activities such as dialogue, improvisations and skits. Dialogue practice may require memorizing or paraphrasing a role in a prepared conversational exchange, which might be provided by the teacher or the text book or created by students. Learning strategies that the students have reported helpful in memorizing dialogues of this sort include visualization/imagery and contextualization.

Students can use visualization to create powerful mental images of themselves on their roles, the personalities of the characters played by other participants in the dialogue, and the physical setting in which it is taking place. By using contextualization, students can use physical action, props, facial expression and even a particular tone of voice to trigger the next part of the dialogue being memorized. These two strategies are also helpful in unrehearsed improvisation and in longer skits or plays that require memorization and rehearsal.

c. Problem Solving Activities

Problem solving activities can also be combined with learning strategies practice. Examples are jigsaw and information gap activities, in which individual students have different pieces of information that they need to share to complete a task. These types of activities require students to use language to acquire and communicate new information in order to solve a problem or engage a simulation.

d. Using Technology to Practice Learning Strategies

Language activities involving word processing, computer games and exercises, video, CD-ROM, email and the internet can provide opportunities for practicing learning strategies. Writing strategies such as using prior knowledge, organizational planning, note taking, outlining, and questioning for clarification are helpful for students who compose at the computer keyboard. Language games and exercises on the computer are motivating and can provide additional practice and feedback.

Based on explanation above, the researcher concludes there are four strategies in teaching in the classroom to improve the four skills that is

cooperative learning and group or pair work, role play activities, problem solving activities, and using technology to practice learning strategies.

There are four skills must developing a teacher to the students in the classroom that is reading, writing, speaking and listening.

a. Reading

Reading is an interactive process between the reader and text. According Wayne Otto, reading is not just saying the words. Reading must always be a meaning getting process.²²It means that reading is very important to develop knowledge.

There are many strategies that teacher can used in their teaching programs. Nunan organized a teaching system for reading around the word ACTIVE:²³

1) Active prior knowledge

Prior to teach reading passage, it is beneficial to engage the readers in an activity that gets them thinking about what they already know about the topic of the reading .One activity that you could use is called anticipation guide . The purpose of anticipation guide is to learn what is the readers already know about the topic of the reading. Teacher can asks five key

²²Wayne Otto, *How to Teach Reading* (America: Addison. Wesley Publishing Company, 1979), p. 147.

²³David Nunan, *Op., Cit.* P. 79-81.

questions about the content of reading skills teacher are trying to develop.

For example, if the teacher is trying to develop the readers' ability to make inferences, teacher must give inference questions. Before the students read the passage, they read the inference statements and determine whether they agree or disagree with statement. The students then read the passage and respond a second time to the same inference statements.

2) Cultivate vocabulary

A major strategy in helping students to build vocabulary for reading is to encourage them to develop strategies for guessing word meanings from contextual clues and background knowledge.

3) Teach for comprehension

Instead of asking the students comprehension questions after reading a passage, a teacher can model with the class how comprehension is reached. The class read together and discusses how they understand what is written. For example making inferences that can be made awhile reading. As the class continuous reading together, teacher ask the students to verbalize the inferences that they are making.

4) Increase reading rate

One successful activity is called repeated reading. Students read a short passage over and over again until they achieve criterion levels of reading rate and comprehension. They understand more when reading something twice at a faster reading rate than reading it slowly only one time.

5) Verify reading strategies

The teacher does not have to generate the list of all appropriate reading strategies. Students can work together under direction of the teacher in sharing and evaluating strategy use.

6) Evaluate progress

Reading journals are an effective way to evaluate reading progress. Students make a journal entry each day. They respond to different question based on different areas of focus they are working on in class.

Based on explanation above, the researcher concludes in teaching reading there are six strategies to applying in the classroom in teaching reading that is activate prior knowledge, cultivate vocabulary, teach for comprehension, increase reading rate, verify rading strategies and evaluate progress.

b. Writing

Writing is written works of an author or persons handwriting. Writing is dependent upon both the natural ability and the experiences of the individual and writing is the stage in which the writer produces a rough draft of the paper.

In the following are a few principles that every teacher should consider while planning a planning a course, whether it is a writing course, or a course in which writing will play a part. These principles can be adapted to the many different learning situations, they are:²⁴

1) Understand your students' reasons for writing.

The greatest dissatisfaction with writing instruction comes when the teachers' goals do not match the student's or when the teacher's goals do not match those of the school or institution in which the student works. It is important to understand both and to convey goals to students in ways that make sense to them.

2) Provide many opportunities for students to write.

Writing almost always improves with practice. My students groan when they see how much writing is required, but I draw an analogy for them: since writing is in part a physical activity, it is like other physical activities-it requires practice, and

²⁴*Ibid.*, p. 92-94.

lots of it. When practice writing sessions are integrated regularly into your syllabus, students will become more comfortable with the act of writing.

Practice writing should provide students with different types of writing as well. Short responses to a reading, journal entries, letter writing, summaries, poetry, or any type of writing you find useful in your class should be practiced in class.

3) Make feedback helpful and meaningful.

Students crave feedback on their writing, yet it doesn't always have the intended effect. If you write comments on student papers, make sure they understand the vocabulary or symbols you use. Take time to discuss them in class. Be cautious about the tone of your comments. When writing short comments, we tend to leave out the words that soften our message. Feedback need not always be written in the margins. You can experiment with different forms: individual conferences, taped responses, typed summary responses and so forth.

Finally, feedback should not entail "correcting" a student's writing. In order to foster independent writers, you can provide summary comments that instruct students to look for problems and correct them on their own.

- 4) Clarify for yourself, and for your students, how their writing will be evaluated.

Students often feel that the evaluation of their writing is completely subjective. Teachers often hear, "I just don't understand what you want". One way to combat that feeling is to first develop statement for yourself about what is valued in student writing, either in your classroom or in your institution as a whole.

So, from explanation above, can be known that there are 4 principles of written teaching to improve writing of students that is understand your students' reasons for writing, provide many opportunities for students to write, make feedback helpful and meaningful and clarify for yourself, and for your students, how their writing will be evaluated.

c. Speaking

Speaking is an activity through ordinary face to face, from telephone and other media to express ideas, opinions, feelings, or some one's purpose of reaching speaking target. Henry Guntur Tarigan says, "Speaking is the ability to pronounce sound articulation of words to express, to declare and to deliver the idea, feeling or sense, as a large of these limitation we can say in speaking".²⁵

²⁵Henry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 1986), p. 15.

Furthermore, David Nunan states that there are five principles for teaching speaking; it will be explained in the following:²⁶

1) Be aware of the differences between second language and foreign language learning contexts.

a) A foreign language (FL) context is one of target language

It is not the language of communication in the society (e.g., learning English in Japan or studying French in Australia). Learning speaking skills is very challenging for students in FL context, because they have few opportunities to use the target language outside the classroom.

b) A second language (SL) context is one of target language

It is the language of communication in the society. Second language learners include refugees, international students, and immigrants.

2) Give students practice with both fluency and accuracy.

a) Accuracy is the extent to which students' speech what people actually say when they use the target language.

²⁶David Nunan, *Op., Cit*, p. 54-56.

b) Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, and word searches.

3) Provide opportunities for students to talk by using group or pair work, and limiting teacher talk.

It is important as language teachers to be aware of how much we are talking in class so we do not take up all the time the students could be talking. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons.

4) Plan speaking tasks that involve negotiation for meaning.

Negotiation for meaning is the learners make progress by communicating in target language because interaction necessarily involves trying to understand.

5) Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

a) Transactional speech is communication with someone for social purposes.

b) Transactional speech involves communicating to get something done, including the exchange of goods and service

Based on explanation above, the researcher concludes in teaching speaking as a teacher must applying strategies in teaching speaking to improve knowledge students.

d. Listening

Listening is process received information from another people. listening is part of important in enrichment, comprehend English easily like listening music, conversation, news and watching film. There are many strategies that can be used by the teacher to help learners develop their knowledge of English especially listening skill, they are:

- 1) Predicting: Effective listeners think about what they will hear. This fits into the ideas about prelistening mentioned earlier.
- 2) Inferring: It is useful for learners to “listen between the lines.”
- 3) Monitoring: Good listeners notice what they do and don't understand.
- 4) Clarifying: Efficient learners ask questions (*what does ----- mean? You mean-----?*) and give feedback (*I don't understand yet.*) to the speaker.
- 5) Responding: Learners react to what they hear.
- 6) Evaluating: They check on how well they have understood.²⁷

Based on explanation above, the researcher concludes that best practice strategies in teaching English is determined by factors such as the age of learner, the context, the school curriculum, the second language syllabus and its goals. As a teacher can add other ways of teaching English. For students, the method choose to illustrate is often the key to making the item meaningful and usable. Then, practice strategy in teaching English is part of

²⁷David Nunan, *Op., Cit.* P. 35.

important in teaching English learning process. Because teacher strategy is one way to make students enjoy in study English. It is can easily students add vocabulary, to enrich, increasing and develop four skills.

B. Review of Related Findings

First, Siti Nurhamidah: “The Analysis of Teachers’ Strategies in Teaching Reading Comprehension at SMAN 2 Padang Bolak in 2011-2012 Academic Year.” The concluding of her research is teacher’s strategy in teaching reading comprehension at SMA N 2 Padang Bolak were: teacher activated background knowledge of students, reading aloud together, using dictionary to found the meaning of difficult words and explained again the message of the text. The last teacher asked students answered the question of the text. Teacher’s problems in teaching reading comprehension at SMA N 2 Padang Bolak were: the low interesting of students to study English, the students made a noise in the classroom, the students was lazy, there was no teaching media, the low motivation of parents to students. Teacher’s strategy solved the problems were: teachers always motivated students to study hard, especially for English, gave advice to the students who made a noise or when they sleepy, moved the place of students when they made a noise and gave reward to the students who study hard and got high score in the class.²⁸

²⁸Siti Nuhamidah, “The Analysis of Teachers’ Strategies in Teaching Reading Comprehension At Senior High School (SMA) Negeri 2 Padang Bolak in 2011-2012 Academic Year” (*Unpublished Thesis STAIN Padangsidempuan, 20012*), p. 62.

Second, it is Wiwi Nurmala “Study on Effectiveness of Teaching English Through Action and Function Method to Increase Students’ Vocabulary at SMP N Padang Bolak (a thesis)”. In the objective of study, the people to find out the significant effect of teaching English through action and function method in increasing students’ vocabulary master. The people use experiment research are the people divided total population, it is 80 by two, 50 control class is 40 and the experiment class is 40. The result in here is significant effect of using AFM on students vocabulary which the experiment group made improvement 13% while the control group 5%. So, the people suggests using AFM in teaching English in order to improve vocabulary mastery.²⁹

Based on explanation above, the researcher concludes that many strategies in teaching English can increase the students’ ability. Then, the researcher hopes strategy in teaching English can increase the students’ ability. So, the researcher interested to make the research about “An Analysis of Teachers’ Strategies in Teaching English at MTs YPKS Padangsidimpuan.

²⁹Wiwi Nurmala, “Study on Effectiveness of Teaching English Through Action and Function Method to Increase Students’ Vocabulary At SMP N Padang Bolak (*Unpublished Thesis*, UMTS Padangsidimpuan, 2003), p. 53.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time

This research has been done at MTs YPKS (Islamic Private School YPKS) Padangsidempuan. MTs YPKS Padangsidempuan is one of Islamic Private School that take place in Soripada Mulia Street. This research has been done from 2 May 2014 until 6 February 2015.

B. Kinds of the Research

This research used a qualitative approach. Gay and Airsan stated that: “qualitative approach is based on the collection data and analysis of non numerical data such as observation, interviews, and other more discursive sources of information”.¹It means that to understand the phenomena about what is the subject research under gone by using natural method.

Based on the method, this research used descriptive method because this research was done to describe how is teachers strategies in teaching English. Descriptive research was involves collecting data in order to test hypotheses or to answer questions about the opinions of people about some

¹L.R. Gay & Peter Airisan, *Educational Research: Components For Analysis and Application*(USA : Prentice Hall, Incorporated, 2000), p. 9.

topic or issue and descriptive research also called survey research.²It means that to analyze or make sense perception about situation or events.

Based on the explanation above, the researcher concludes that descriptive research means to analysis or make a sense perception (descriptive) about situation or evant. It used to describe how is teachers strategies in teaching English at MTs YPKS Padangsidimpuan.

C. The Participant of the Research

The source of data this research consist of :

Primary data, the data has been collected from English teacher.

Secondary data, the data has been collected from the students MTs YPKS Padangsidimpuan. The students are 201 students. The students are devided into six classes. The class VIII-1 are 34 students, VIII-2 are 34 students, VIII-3 are 32 students, VIII-4 are 35, VIII-5 are 35, and VIII-6 are 31. This research has been used purposive sampling. Purposive sampling referred to as judgment sampling, the writer select a sample based on his or her experience or knowledge of the group to be sample.³Riduan said purposive sampling is “One of technical that can be used by writer has some of considerations take the certainly sampling the aim”.⁴Actually, the

²*Ibid.*, 315.

³*Ibid.*, 138.

⁴Riduan, *Belajar Mudah untuk Guru-Karyawan dan Peneliti Pemula* (Bandung : Alfabeta,2005), p. 63.

researcher has been two classes to do the research. The researcher has been done from VIII-2 with five (5) students and VIII-5 with five (5) students.

D. The Instrument of Data

The key instrument of this research is the writerself. The researcher was taken the data of the teacher and the students to collected the valid data. Suharsimi Arikunto says, the instrument of the research is a tool of facility was used by the researcher in collecting data.⁵To get the data in this research, the researcher was used instrumentation such us:

a. Observation

Observation is a technique of data collecting has been done through an observation, accompanied by register-recording of a state or the target object's behavior. Then observation can do directly or indirectly. The researcher has been done directly observation. This observation has been used to know how the teachers strategies in English learning process happened in the school, behaviour of students in English learning process, using medias and facilities in English learning process and teacher strategy in teaching English at MTs YPKS Padangsidimpuan.

b. Interview

Interview is one of the techniques of collecting data by doing oral interview in individual meeting. Interview is a purposeful intraction usually between some people focused on one person who is traying to get

⁵Suharsimi Arikunto, *Menajemen Penelitian* (Jakarta: PT Rineka Cipta, 2003), p. 223.

information from the other person. This research, the researcher asked the teacher about strategies in teaching, strategies in teaching English, problems in teaching, and the way to solved the problems in teaching English. Then, the researcher asked to students about the teacher and the strategies of the teacher in teaching English at MTs YPKS Padangsidimpuan.

c. Video Recorded

Video recorded is one way to know how the strategies of teachers in teaching English at MTs YPKS Padangsidimpuan. It is a data taken from school by using video. This video was used to know how the process of teacher teaching learning English at MTs YPKS Padangsidimpuan.

E. The Techniques of Analysis Data

The researcher was analyze the data through some steps L. R. Gay stated that there are steps in analyzing qualitative data, they are: Data managing, reading/memorizing, describing, classifying, interpreting and representing the finding in a report.

a. Managing data is used to organize and check the data for its completeness

b. Reading /memorizing is used to read the transcript or field note to get sense of data.

- c. Describing data is used to provide a true picture of the setting and even that took place in it so the writer and the reader will have an understanding of the context in which the study took place.
- d. Classifying is used in ordering field notes or transcriptions into categories that represent aspects of data.
- e. Interpreting is used to interpret the data explicitly by the writer.
- f. Representing is finding above the writer concludes that all of them will be taken as data analysis.⁶

Based on the steps the above, the researcher was analysis and processing under consideration this research was descriptive data analysis and processing qualitative with two framework think that was deductive and inductive.

F. Techniques of Checking Trustworthiness

Trustworthiness in qualitative research is very important because checking to the trustworthiness of the data. There are nine techniques to determine the data trustworthiness stated by Lexy J. Moleong, they are:

- a. The extension of participation was the extension not only done at the short time, but need the long time.
- b. The application of research was the researcher must do the research with careful, detail and continuous to the object of the research.

⁶Riduan, *Op. Cit.*, p. 219.

- c. Triangulation was the technique of checking data trustworthiness that using something beside the data no verification or as a comparison of the data.
- d. Checking with friendly through discussion was done with expos the interview result of the final result that gotten in discussion with friends.
- e. Analyze the negative case was the research collects the example an inappropriate case with the model and the inclination of information that have collected a used as a substance of comparison.
- f. The adequate and referential are the tools of them, which using the free time, which using the free time to compare the result of research with critics were collected.
- g. Checking the member was the most important in checking the credibility.
- h. The detail description was a technique to demand the researcher to the result his/her research. So, description is done carefully and accurately to draw the context of the research.
- i. Auditing used to check the truth and certainty of data, this point that done well to the process or result and extent.⁷

From the explanation above, the researcher was used the detail description technique to check the accuracy and the credibility of the data. Detail description was a form to see context situation, evant in identify recurring result.

⁷Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Rosdakarya, 2009), p. 175.

CHAPTER IV

FINDINGS AND DISCUSSION

A. General Finding

Before describing the teachers' strategies in teaching English at MTs YPKS Padangsidimpuan, the researcher will describe the setting of the research as a general result of this thesis.

MTs YPKS Padangsidimpuan is one of Islamic Private School that take place in Soripada Mulia Street. It is a school that has built on the field is 2060 meters square. The school surrounded with housing of societies. The school built on 16 April 1986.

Then, the amount of the students in the school are 743 students, 68 teachers and 5 staff of administrations.¹The school is managed by Dra. Hj. Salohot Pulungan now. There are 7 English teachers in the school. There are 47 buildings at MTs YPKS Padangsidimpuan.

B. Specific Finding

1. Teachers' Strategies in Teaching English at MTs YPKS Padangsidimpuan.

Teaching process was an activity in education field by a teacher to form the character of students to behave better. Also, teaching process was a job of teacher helped students learned to achieve the purpose of

¹Data were taken from Arrangement, *Teacher & Curriculum* Staff in MTs YPKS Padangsidimpuan 10 Oktober 2014.

learning. The teacher need strategy in teaching process because it helped teacher managed the process of learning to be success. To implementation the strategy there were some factors that must be considered by the teacher. They were the type of material, the aim of learning, interest and motivation of students, cultural background of students, the time of learning, teaching media, and the problems that might be raised in learning process.

In English learning process in the classroom pre teaching; to check the present of students, to make greeting in the class, to review the lessons last time. Whilest teaching; the students are able to do exploration-elaboration-confirmation-and conclusion. Post teaching; to measure the comprehension the students, the teacher make task although in oral and oral then give score or mark.²

The students was not interesting and they was not understand to do the task while the teacher explain the material of lessons. Because the teacher did not use varius strategies in teaching English. They was not feel English is difficult. The students are difficult to understand the text, something the meaning of speaking. So the teacher help to show the things or the meaning, so appear reflection to do that for students. After that the students finish to study lesson, they are able to demonstration

²Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching* (USA: Combaridge University Press, 2004), p. 32-33.

dialogue, they are able to answer the question maximum 60% for students, and they can describe themselves and things in their environment. So that the students increase to study it.

Based on the result of interview and observation by researcher, there were two strategies that using teacher in teaching English at MTs YPKS Padangsidempuan. They were cooperative learning and group or pair work and role playing activities. It means that, in using cooperative learning and group or pair work the teacher using book, dictionary, and note. It means that, in using book the students are ordered to reading dialogue or text. In using open dictionary the students are ordered to find meaning of words. Then, notes the students are ordered to answer the question.

Then, in using role playing activities the teacher order them to dialogue. The dialogue include visualization and contextualization. It means that, students can use visualization to create powerful mental images of them selves on their roles, the personalities of the characters played by other participants in the dialogue, and the physical setting in which it is taking place. By using contextualization, students can use physical action, props, facial expression and even a particular tone of voice to trigger the next part of the dialogue being memorized.

The first, Cooperative learning and group or pair work. Based on the result of the interview by researcher with the English teachers at MTs

YPKS Padangsidimpuan, they said that in teaching English they are using cooperative learning and group or pair work of students can be provided with a sample worksheet to complete as they work on a jigsaw cooperative learning activity learning process.

Strategi saya dalam mengajar bahasa Inggris adalah menggunakan buku, kamus dan catatan. Dalam menggunakan buku saya suruh siswa untuk membaca text atau dialog yang ada dibuku. Jika menggunakan kamus saya menyuruh siswa untuk mencari arti kata. Kemudian dalam menggunakan catatan saya menyuruh siswa untuk menjawab soal yang ada dibuku. Hal ini saya lakukan untuk merangsang otak mereka untuk berfikir dan belajar. Kemudian saya suruh mereka kerja kelompok untuk menyelesaikan tugas yang ada dibuku.³

It means that the teacher strategy in teaching English is using book, dictionary and note. In using book the students are ordered to reading book or dialogue. If using dictionary the students are ordered to find meaning of words. Then, note the students are ordered to answer the question of text. This case can done to interest brain them to think and study. Then, the teacher order them to group work to do the task in there book.

Another teacher said “Dalam pembelajaran bahasa Inggris, hal yang pertama kali saya lakukan adalah bertanya kepada siswa mengenai

³Martua Dalimunte, English Teacher at MTs YPKS Padangsidimpuan, Personal's Interview, 15 Oktober 2014.

hal yang mereka ketahui tentang materi yang sudah lewat”.⁴ It means that in teaching English teacher asked to students about their last material.

Based on the result of the observation by researcher at MTs YPKS Padangsidempuan, the teacher strategies in English learning process is cooperative learning in using book, dictionary and note. In using book the students are ordered to reading the dialogue or text. In using dictionary the students are ordered to find meaning of words. Then, note the students are ordered to answer the question of text.⁵ The behaviour of the students in English learning process is listening, writing the task, and ask. In learning process of listening the students to listen what is explanation of teacher. In learning process of writing the task the students answer the question of the text. Then ask the students ask to teacher what is not clear of materi.⁶ Also, the part of the students is playing with friends. Then, the teacher in English learning process not using media or facilities can increasing knowledge and skills of the students.

Based on the result of the video by researcher at MTs YPKS Padangsidempuan, the teacher in English learning process is goodless because the teacher still did not use various strategies and not using media. The teacher only using book, dictionary, white board and note. It

⁴Deli Warni, English Teacher at MTs YPKS Padangsidempuan, Personal's *Interview*, 15 Oktober 2014.

⁵David Nunan, *Language Teaching Methodology* (Sudney: Macquarie University Longman, 1998), p. 79-81.

⁶*Ibid.*,

means that, in using book the students are ordered to reading the dialogue or text. In using dictionary the students are ordered to find meaning of words. Then, note the students are ordered to answer the question of text.⁷

The second, role playing activities is another strategy of the teacher in teaching English was taught for speaking. In the strategy, teacher says key word and then teacher to order students to dialogue with friend one by one in front of class. Based on the result of interview by researcher, the teachers said:

Dalam pembelajaran bahasa inggris saya menggunakan seni peran seperti berdialog untuk meningkatkan ingatan. Dalam hal ini siswa dapat meningkatkan yang dapat dilihat dan yang tidak dapat dilihat. Misalnya yang dapat dilihat adalah untuk meningkatkan kekuatan ingatan dalam melihat gambar dan yang tidak dapat dilihat adalah sikap atau perbuatan. Hal ini saya lakukan untuk melatih ingatan, pengucapan dan juga berbicara mereka.⁸

It means that in learning English the teacher using role playing activities such as dialogue to increase memorizing. In this case the students can to increase visualization and contextualization. For example in visualization is create powerful mental images and in contextualization is attitude or action. This case done to memorize, pronunciation and speaking them. Another teacher said:

Setelah pikiran siswa saya aktifkan, biasanya saya melanjutkan materi, kemudian saya menyuruh siswa bertanya apa saja yang belum mereka ketahui/paham. Setelah itu saya menyuruh dua

⁷*Ibid.*,

⁸Leli Arwani, English Teacher at MTs YPKS Padangsidempuan, Personal's Interview, 15 Oktober 2014.

orang untuk berdialog sebagai contoh. Terakhir, saya menanyakan apakah mereka sudah mengerti. Jika sudah mengerti saya menyuruh mereka mempraktekkannya.⁹

It means that after their backgroundknowledge active, the teacher to next material, then the teacher to order two students to dialogue as a example. Finally, the teacher ask are their understood. If they understood the teacher order them to practice. Another teacher said:

Dalam pembelajaran bahasa inggris yang pertama saya lakukan adalah berdialog didepan kelas. Itu saya lakukan untuk mengaktifkan pikiran mereka. Setelah itu saya melanjutkan materi. Kemudian saya meminta mereka untuk bermain seni peran seperti yang ada di buku mata pelajaran itu. Dengan itu pengucapan dan berbicara bahasa inggris akan lebih mudah/lancar.¹⁰

It means that in teaching English the teacher doing is comversation in front of class. It do teacher to active of backgroundknowledge them. After that the teacher to next material. Then, the teacher order them to role playing such as in the book. It is can better in pronounciation and speaking them.

Dalam pembelajaran bahasa inggris yang saya lakukan untuk memperlancar pengucapan dan berbicara mereka adalah bermain peran. Saya menyuruh siswa untuk peraktek dengan teman di bangku masing-masing. Setelah itu saya menyuruh mereka untuk mempraktekkannya sehari-hari dilokasi sekolah.¹¹

⁹Afrida, English Teacher at MTs YPKS Padangsidimpuan, Personal's *Interview*, 15 Oktober 2014.

¹⁰Martua Dalimunte, *Loc. Cit.*

¹¹Deli Warni, *Loc. Cit.*

It means that in teaching English the teacher doing to can pronunciation and speaking them is role plying. The teacher order students to practice with friends in chair's. After that the teacher order them to practice in daily activities in location school.

Then, based on the result of the interview by researcher with the students at MTs YPKS Padangsidimpuan. The students said: In learning English they listen what the teacher said in front of class, then the students ask what is not understand about the material. If there were some difficult words the teacher asked them fond the meaning in dictionary. Then the teacher explained again. The last students answered the questions.¹² Another student said:

Strategi mengajar guru bahasa inggris kami adalah bermacam-macam. Kalau speaking biasanya kami disuruh guru untuk bercakap-cakap didepan kelas. Kalau writing biasanya kami menjawab pertanyaan dibuku, kemudian kalau dalam listening guru membacakan cerita dan kami menyimakanya setelah itu kami menuliskan kembali kalimat-kalimat yang sudah kami dengar. Kalau reading kami selalu membaca satu persatu atau bersama-sama.¹³

It means that the teacher strategies were various. For example in speaking the teacher asked students to do a conversation in front of class. in writing, the teacher asked the students answer the questions, and in

¹²Saiful Anwar, students of VIII-2 MTs YPKS Padangsidimpuan, personal's *interview*, 15 Oktober 2014.

¹³Dini Lestari dkk, students of VIII-2 MTs YPKS Padangsidimpuan, personal's *interview*, 15 Oktober 2014.

listening section the teacher told a story and students listen it. In reading they always read together or read one by one.

Based on the results of observation by researcher to the learning process at MTs YPKS Padangsidimpuan. The teacher strategy in teaching English was depend on the skill would be achieved because there are four skill in English, they are listening, reading, speaking and writing. For example, in listening section the teacher told a short story, and the students listened to the teacher. Then, the teacher asked students retold or wrote again the story. If the purpose of the learning was speaking, the teacher's strategy was role playing or conversation in front of the class.

Then, the English teacher at MTs YPKS Padangsidimpuan, before starting a lesson teacher always prepared a teaching planning. They were :

- a. Prepared a lesson planning that consists of the purpose of learning, learning material, and process of learning.
- b. Gave motivation to the students to study hard when they got low score
- c. Made a humor when the students are bored.

Then, there were some steps that teacher has done in learning; they were:¹⁴

¹⁴Afrida, *Loc. Cit.*

- 1) Opening. Teacher checked the students who is absent. Then she asked the students about the last subject and gave the preview about the new lesson.
- 2) Brainstorming. Teacher related the subject to the real life students and activated their background knowledge.
- 3) Instruction. Teacher presented the subject to the students and checked their understanding about the subject by asking question” did you understand? Or which one you didn’t know?” Then, teacher gave assignment to the students.
- 4) Closing. Teacher gave homework to the students. Sometimes she gave motivation to students in the end of lesson. The result of interview above was appropriate with the result of observation by researcher to the learning process at MTs YPKS Padangsidimpuan.

Based on the result of the video by researcher at MTs YPKS Padangsidimpuan when English learning process. The facilities of learning or teaching media in the school was stills less. For example there was laboratory of language or tape in the school is damage, there was no in focus, and others but cannot used.

Based on the result of interview, observation and video above can be concluded that the teachers’ strategies in teaching English at MTs YPKS Padangsidimpuan were teacher using cooperative learning and

group or pair work and role playing activities. In cooperative learning the teacher using book, dictionary, note. It means in using book the students are ordered to reading dialogue or text. In using dictionary the students are ordered to find meaning of the words. Then, note the students are ordered to answer the question of text and recitation to difficult vocabulary there are in the book, then, to do test in front up class. In using role playing activities the teacher order them to dialogue. The dialogue include visualization and contextualization. It means the students can use visualization to create powerful mental images of them selves on their roles, the personalities of the characters played by other participants in the dialogue. Then, the phycical setting in which it is taking place. By using contextualization, students can use physical action, props, pacial expression and event a particulartone of voice to tringger the next part of the dialogue being memorized.

2. Teachers' Problems in Teaching English at MTs YPKS Padangsidimpuan.

Teaching strategy was an important thing in learning process. Without a strategy teaching process might be failed or not be effective, and the purpose of learning could not be achieved. In this section, the strategy means the plans of teacher in teaching process to achieve particular purpose, especially in teaching English at MTs YPKS

Padangsidempuan. Every teacher needed strategy in their teaching if they want to be success in their job.

In addition, teachers need to draw attention students so they are not bored to the lesson. Also the teachers needed motivated students to learn so they interested to learn. Finally, the process of learning was enjoyable for students.

In teaching process was not always can be success. Event though teacher had planned the process of learning, but sometimes they fond problems in the teaching so that the purpose of learning could not be achieved. Based on the result of research by researcher at MTs YPKS , there were some problems of teachers in teaching English, as follows:

The first, the students not interested to English . There were many students did not like to English, especially in VIII-5 class. They saw English as a strange something and difficult to learn. But, in VIII-2 class the students liked to study English and saw English as a pleasant lesson. The condition was appropriate with the result of interview by researcher with the English teacher at MTs YPKS Padangsidempuan. The teacher said:

Masalah saya dalam mengajar masih banyak diantaranya siswa yang tidak suka belajar bahasa inggris, terutama kelas VIII-5. Mereka menganggap bahasa inggris itu masih asing dan merupakan pelajaran yang sulit. Tapi kalau di kelas VIII-2 berbeda. Mereka suka belajar bahasa inggris dan selalu semangat kalau saya masuk. Kalau di kelas VIII-5 saya merasa mereka merasa kesulitan mempelajarinya karena di kelas ini saya

lebih sering berbahasa Indonesia bahkan berbahasa daerah. Tapi kalau di kelas VIII-2 saya merasa lebih semangat karena mereka sendiri selalu meminta saya untuk berbahasa Inggris daripada bahasa Indonesia atau bahasa daerah. Inilah masalah dasar dalam mengajar karena bagaimana kita mau sukses mengajarkan suatu materi kalau siswanya saja sudah tidak suka dengan pelajaran itu.¹⁵

It means that the problems of teacher in teaching English was the interest of students to study English was still low, especially in VIII-5 class. They thought that English was difficult learned. But in VIII-2 class the students liked study English. In VIII-5 class the teacher sometimes spoke Indonesian and Batakness than spoke English. But in VIII-2 class teacher always spoke English than speak Indonesian or Batakness, so that teacher said that she felt smarter in VIII-2 class than in VIII-5 class.

Based on the result of research by researcher with the students at MTs YPKS that said that they did not like study English because it was difficult comprehended.

Kami merasa kesulitan belajar bahasa Inggris karena kami tidak tahu artinya. Terkadang waktu bapak itu menerangkan kami pura-pura tidak mendengarkan apa yang di terangkannya. Waktu membaca pun kami tidak tahu bagaimana mengucapkan kata-kata itu, kecuali bapak itu membacanya lebih dulu.¹⁶

It means that students saw that English was a difficult lesson because they did not understand the meaning. They also did not know how to pronounce the words while reading before the teacher read first.

¹⁵Martua Dalimunte, *Loc. Cit.*

¹⁶Budi Iqwal, dkk, Students of VIII-5 MTs YPKS Padangsidempuan, personal's *Interviewing*, 15 Oktober 2014.

Based on the result of observation by researcher at MTs YPKS Padangsidimpuan. In the English learning process the teacher difficult in the class VIII-5 because the students playing in the class and lazy study English.

Then, based on the result of video by researcher at MTs YPKS Padangsidimpuan. In the English learning process the students difficult to increasing knowledge and skills because the teacher not use media when study English.

The second, the students low spirit of in learning. Based on the result of the interview by researcher with the students at MTs YPKS Padangsidimpuan. The students said: “the students feel that English is difficult and not important because English is second language in Indonesia”.¹⁷

Based on the result of observation by researcher at MTs YPKS Padangsidimpuan. When the teacher explained a lesson, there were some students sleepy, did not attention the lesson and did not participate in learning process. Then, when the teacher gave assignment they did not do it. Where the students lazy to learn. The students come and sit down only in the classroom.

¹⁷Nur Ainun, dkk, students of VIII-5 MTs YPKS Padangsidimpuan, personal's *Interview*, 15 Oktober 2014.

Then, based on the result of video by researcher at MTs YPKS Padangsidimpuan. The students low spirit in learning English because the teacher in teaching English only using book, dictionary and note. The teacher still did not use various strategies.

The third, the studentslow of vocabulary. Based on the result of interview by researcher with English teacher at MTs YPKS Padangsidimpuan that vocabulary was also problem in teaching English. “The vocabulary of students in English was still low. The students had difficulties when they fond difficult words in a text”.¹⁸ Also, “the students feel that English is difficult and not important because English is second language in Indonesia.”¹⁹ So that teacher asked students fond the meaning of the words in dictionary. It was wasted time also.

Based on the result of the observation by the researcher at MTs YPKS Padangsidimpuan. The students low vocabulary because the students mastery of English vocabulary is still poor and also difficult to deliver their ideas because of their limitation of vocabulary.

Then, based on the result of video by the researcher at MTs YPKS Padangsidimpuan. The teacher did not using media to increasing vocabulary in teaching English. So, the students has low vocabulary.

¹⁸Efrida, *Loc. Cit.*

¹⁹Martua Dalimunte, *Loc. Cit.*

The fourth, the students make noise. Based on the result of interview by researcher with the English teacher at MTs YPKS Padangsidempuan. The students make noise in the classroom when English learning process because their parents who less care to them in the home so that they always over acting in the class.²⁰

Based on the result of observation by researcher at MTs YPKS Padangsidempuan. The students who always make a noise when the teacher gave the lesson. Because English is not important for them. If the teacher angry of course it was disturbed the learning process and the purpose of learning could not be achieved because the time was wasted to angry only.

Then, based on the result of video by researcher at MTs YPKS Padangsidempuan. The students make a noise when the students not understood the material lesson.

The fifth, there were no teaching media. Another problem in learning process is teaching media. Based on the result of interview by researcher, one of the teachers' problems at MTs YPKS Padangsidempuan was there was no teaching media to support learning process, or the media was damage and can not be used.

Masalah saya yang lain dalam mengajar adalah tidak ada untuk media pembelajaran. Misalnya ketika listening saya hanya membacakan materi listening dari buku kepada siswa. Karena tape

²⁰ *Ibid.*

recorder sekolah sudah tidak memadai untuk di gunakan. Jadi saya gunakan apa yang ada saja. Kalau dalam reading comprehension saya hanya menggunakan teks yang ada di buku paket saja. Dengan keadaan ini tentu saja hasil pembelajaran itu kurang maksimal.²¹

It means that there was no teaching media also a problem in teaching process. For example in listening section teacher just told a short story from a text book because the tape recorder was could not be used. Then, in readingcomprehension teacher use the texts in the book. Of course the result of learning was not maximal.

Masalah media pembelajaran juga merupakan masalah saya dalam mengajar. Terkadang saya kesulitan untuk menjelaskan materi kepada siswa karena media yang ada hanya buku mata pelajaran mereka, dan dalam pembelajaran reading comprehension biasanya saya pakai buku paket saja karena di buku itu kan sudah ada bahan reading ”.²²

It means that another problem of teacher in teaching was teaching media. Sometimes teacher had difficult explained a lesson clearly because the media was only text book. So that, teacher just use texts book in reading comprehension.

Based on the result of observation by researcher at MTs YPKS Padangsidempuan. The English teacher in teaching English learning process not use media. The teacher only using book, dictionary and note. Because the facilities of the school can not be used or the media was damage.

²¹*Ibid*

²²Leli Arwani, *Loc. Cit.*

Then, based on the result of video by researcher at MTs YPKS Padangsidimpuan. The students was difficult and lazy to increasing knowledge and skills. Because in English learning process the teacher not use media when study English.

The sixth, the parents is low of motivation. Motivation of the parents also needed to motivate students learned. Based on the result of interview by researcher with English teacher at MTs YPKS Padangsidimpuan, “the students always did not do the homework from the teacher”.²³ It was because of the parents always asked students worked in the rice field or their garden after went home. Of course they tired at night and finally they did not do the home work. It was become the reason for the students if the teacher asked why they did not do the home work. Also students said that they had to help their parents in the garden or rice field so that they had no time to do homework or study because they has tired.²⁴

Based on the result of interview and observation by researcher, it can be concluded that the teachers’ problems in teaching English at MTs YPKS Padangsidimpuan were the students has low interesting to study English, the students made a noise in the classroom, the students who was

²³*Ibid.*,

²⁴Parlindungan, Students of VIII-5 MTs YPKS Padangsidimpuan, Personal’s *Interview*, 15 Oktober 2014.

lazy, there was no teaching media, the low motivation of parents to students.

3. Teachers' Strategies to solve the Problems in Teaching English at MTs YPKS Padangsidempuan.

As mentioned before the purpose of learning always could not be achieved. It was because of there was some problems that teacher found in the process of teaching. A success teacher was a teacher who could solve the problems that arise in the teaching process. Giving advices or motivation to students is a good strategy of the teacher to solve the problems in teaching.

Based on the result of research by researcher with the English teacher at MTs YPKS Padangsidempuan, there were some ways to solve the problems in teaching.

The first, the teachers gave motivations and suggestions to students. Based on the result of interview by researcher with English teacher at MTs YPKS Padangsidempuan. To solve the problems to students who were dislike English; the teacher always gave motivation and suggestion to them. The teacher said to students that English was very important to their life in the future. Also he said that English was an

international language, so students had to master in English if they want to be succeed in their life.²⁵

The second, the teachers gave warning or advice to students. Based on the result of interview by researcher with English teacher at MTs YPKS Padangsidempuan, where teacher said: “Biasanya terhadap siswa yang suka ribut pertama saya tegur atau nasehat. Kemudian jika siswa itu masih ribut juga saya suruh mereka berdiri di depan kelas atau saya pisahkan tempat duduknya agar tidak ribut lagi”.²⁶ It means that the teacher advised to students who make a noise. Teacher asked students to stand up in front of the class or moved their place if students still make the noise.

Based on the result of observation by researcher, to solving students who make a noise in the classroom, teacher gave a warning or advice to the students the first. If the students still did that, the teacher asked the students to stand up in front of class, or moved and separated the place of them.

The third, teachers moved the place of students' sit. Based on the result of observation by researcher at MTs YPKS Padangsidempuan. For students who were sleepy and lazy to learn, teacher asked them moved their place in front of the teacher. Besides of that teacher gave reward to

²⁵Martua Dalimunte, *Loc. Cit.*

²⁶*Ibid.*

the students who have finished the assignment on time. For example gave praise to students. The praise motivated students to pay attention the lesson and did not keep silent only in the classroom .

The fourth, asking headmaster to add the facilities in learning. Based on the result of the interview by researcher with English teacher. The teachers also had proposed to headmaster added the facilities in learning process because it was an important thing to support the learning process. But it was still process now.²⁷

The fifth, the students to enrich of vocabulary. Based on the result of interview by researcher with English teacher at MTs YPKS Padangsidempuan. “Untuk meningkatkan vocabulary siswa biasanya saya tuliskan kata-kata sulit dan saya suruh siswa mencari artinya di kamus. Setelah itu saya suruh siswa untuk menghapalnya tapi jarang berhasil karena mereka malas dan kurang peduli terhadap hal itu”.²⁸It means that to increase vocabulary of students teacher listed the difficult word and asked student find the meaning in the dictionary. But it was not success because students still lazy to do it. Also, to enrich vocabulary of students the teacher order them to recitation of difficult word everyday two word.²⁹

²⁷*Ibid.*

²⁸Deli Warni, *Loc. Cit.*

²⁹Martua Dalimunte, *Loc. Cit.*

Based on the result of interview and observation by researcher, it can be concluded that the teachers' strategies to solve the problems in teaching English at MTs YPKS Padangsidempuan were teachers always motivated students to study hard, especially for English, gave advice to the students who made a noise or when they sleepy, moved the place of students when they made a noise and gave reward to the students who study hard and got high score in the class, enrich vocabulary of students and proposed headmaster to add the facilities in the school.

C. Discussion

After analyzing the collecting data, It was gotten that an analysis of teachers' strategies in teaching English at MTs YPKS Padangsidempuan. It could known from the teachers' interviewed and the students interviewed. It can be seen from the (Chapter IV) that the teachers' strategies in teaching English at MTs YPKS Padangsidempuan was did not use various strategies in teaching English.

While according to research done by Siti Nurhamidah's script entitled: "The Analysis of Teachers' Strategies in Teaching Reading Comprehension at SMAN 2 Padang Bolak in 2011-2012 Academic Year." The concluding of her research is teacher's strategy in teaching reading comprehension at SMA N 2 Padang Bolak were: teacher activated background knowledge of students, reading aloud together, using dictionary to found the meaning of difficult

words and explained again the message of the text. The last teacher asked students answered the question of the text.

Teacher's problems in teaching reading comprehension at SMA N 2 Padang Bolak were: the low interesting of students to study English, the students made a noise in the classroom, the students was lazy, there was no teaching media, the low motivation of parents to students.

Teacher's strategy solved the problems were: teachers always motivated students to study hard, especially for English, gave advice to the students who made a noise or when they sleepy, moved the place of students when they made a noise and gave reward to the students who study hard and got high score in the class.³⁰

Then, Wiwi Nurmala with the title "Study on Effectiveness of Teaching English Through Action and Function Method to Increase Students' Vocabulary at SMP N Padang Bolak (a thesis)". In the objective of study, the people to find out the significant effect of teaching English through action and function method in increasing students' vocabulary master. The people use experiment research are the people divided total population, it is 80 by two, 50 control class is 40 and the experiment class is 40. The result in here is significant effect of using AFM on students vocabulary which the experiment group made improvement 13% while the control group 5%. So, the people

³⁰Siti Nuhamidah, "The Analysis of Teachers' Strategies in Teaching Reading Comprehension At Senior High School (SMA) Negeri 2 Padang Bolak in 2011-2012 Academic Year" (*Unpublished Thesis STAIN Padangsidimpuan*, 20012), p. 62.

suggests using AFM in teaching English in order to improve vocabulary mastery.³¹

There were some strategies that faced in teaching English, there were Cooperative Learning and Group or Pair Wok, Role Playing Activities, Problem Solving Activities and Using Technology to Practice Learning Strategies but based on observation and interview done by researcher the teachers only using two strategies in teaching English. In addition, the teachers did not use various strategies in teaching English at MTs YPKS Padangsidempuan.

From on explanation above, the researcher concludes that many strategies in teaching English can increase the students' ability and skills. Then, the researcher hopes strategy in teaching English can increase the students ability and skills.

³¹Wiji Nurmala, "Study on Effectivtveness of Teaching English Through Action and Function Method to Increase Students' Vocabulary At SMP N Padang Bolak (*Unpublished Thesis*, UMTS Padangsisimpuan, 2003), p. 53.

D. Threats of the Research

The steps of the research had been done appropriate with the steps which were on the methodology of research. The steps have been done to get the result of the research objectively and systematically, but to get the excellence results from this research were more difficult because the weakness of this research.

Based on the result of observation and interview by researcher had been known that teacher's strategy in teaching English at MTs YPKS Padangsidempuan were: cooperative learning and group or pair work and role playing activities. In using cooperative learning the teacher using book, dictionary and note. Then, in using role playing activities the teacher using dialogue. The dialogue include visualization and contextualization.

The weaknesses of the research were; when the writer interviewed the English teacher, there was the weakness of time because the teachers had to teach so that they had not full time interviewed or they had other activities, the lack of time, cost, competence and insight of the writer.

Even though there were so many problems, but the researcher attempted to do the best, so some weaknesses and decreases the meaning of this research were finished by consultation with the advisors.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

In this case, the researcher would like to write the conclusion of this research as follow:

1. Teacher's strategies in teaching English at MTs YPKS Padangsidimpuan were using cooperative learning and group or pair work and role playing activities. It means that, in using cooperative learning and group or pair work the teacher using book, dictionary and note. Then, in using role playing activities the teacher order them to dialogue. The dialogue include visualization and contextualization.
2. Teacher's problems in teaching English at MTs YPKS Padangsidimpuan were the students not interested to study English, the students is low spirit in learning, the students is low vocabulary, the students make a noise in the classroom, there was no teaching media and the parents is low motivation to students.
3. Teacher's strategy to solve the problems in teaching English at MTs YPKS Padangsidimpuan were the teachers gave motivation and suggestions to students, the teacher gave warning or advice to students, the teacher moved the place of students' sit, the teacher asking to headmaster to add the facilities in learning and the teacher order them to enrich vocabulary.

B. Suggestion

After formulating the conclusion, the researcher would like to give the suggestions concern with the result of this research. In this step, the researcher formulated the suggestion as follow:

1. It is suggested to the headmaster to facilitate this school with the teaching meadia in learning and teaching process such as labolatory of language, tape recorder, electric conductor in the classroom and others.
2. It is suggested to English teachers that:
 - a. Enrich the strategy in teaching English because it is useful to help them in teaching.
 - b. Using others media if the aids of learning in the school still less.
 - c. Always to motivate the students to learn and help them in learning process.
3. It is important to other researcher to make the deepest research with the topic of this research, because it is still far from the perfect one due to the limitation of the writer's material, knowledge and experience.

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CURRICULUM VITAE

A. Identify

Name : **NUR ADIMAH**

Registration students number: 10 340 0096

Place/date of birthday : Malintang/ 23 Pebruari 1992

Sex : Female

Address : Jambur Padang Matinggi

Kec. Panyabungan Utara. Kab. Madina

Father's name : Muhammad Nasir

Mother's name : Sahwana

B. Educational Background

Primary school : SDN 147893 Jambur Padang Matinggi (2004)

Junior high school : SMPN I Panyabungan Utara (2007)

Senior high school : MA Musthafawiyah Purba Baru (2010)

Institute : English Education Department Faculty of
Tarbiyah and Teacher Training at IAIN
Padangsidempuan.

APPENDIX I

List Interview

A. English Teacher

1. What do you think about the students in English learning?

Answer:

a. T 1

“The students are able to increase English competence. Means that when they have finished to study English. I hope they are able to speaking English although oral and in oral as specially in reading-writing-speaking-listening. To get English competence you are as students must have experience and you must have many vocabularies.”

b. T 2

“The students are good, they are not interesting to know more about English.”

c. T 3

“The students not like because both of them consider that English very difficult to know. So they have just a little interesting to learn English.”

d. T 4

“The students not like study English because they feel English is difficult and as second language in Indonesia.”

2. How do you think about teaching English?

Answer:

a. T 1

“When I explain the materials of lessons. The students are interesting and something they understand to do the task. Because we bring them

observation, exploration, confirmation, elaboration and it is easy to understand for them and it is to lost verbalisme. So that they understand something forever.”

b. T 2

“I think teaching English is good job, because there is satisfiction in my heart to make our students to speak English. Although so many challenges to teaching English.”

c. T 3

“I think if the students have interesting English. So this a good enjoylable but if they dont’ that very difficult to teaching English.”

d. T 4

“It is fun and easy”

3. What is your principle in teaching English?

Answer:

a. T 1

“After the students finish to study lesson, they are able to demonstration dialog, they are able to answer the question mximum 60 % for students, and they have change behaviour. So the goal become adult although step by step.”

b. T 2

“My principle is I want to make our students can speak English in their daily activities.”

c. T 3

“I just want them like English and have interesting with English first. So they want to know English without forciple. Maybe if they have good attention so we can easy to teach English that class.”

d. T 4

“My principle is pay attention, seriously, hard work.”

4. What is your role in teaching English?

Answer:

a. T 1

- “Planning: how to understand the character of students. They study according the level class. The teacher correlation with their exprience
- Action: according the lesson planning include characteristic, fotential, and background. All students in the class while process learning observation and attitude scale.
- Observation: the teacher after the process learning teaching finish. The students are able to do the goal of learning teaching according RPP.
- Reflection: the teacher do reflection with observation suc as note book and the lack from methods in learning teaching and teachers get inovate and ask the students to make conclussion according them.”

b. T 2

“The role is the students must have vocabularies. So, if they have many vocabularies, they can understand what the teacher says.”

c. T 3

“I want them bring dictionary and used the class and if they want questions to me they ask with English although their mix with Indonesia language.”

d. T 4

“The students must try to speak English again.”

5. What are your strategies that using to teach English?

Answer:

a. T 1

The strategies that using to teach English:

- “Pre speaking-listening-reading-writing
- Whiles speaking-listening-reading-writing
- Post speaking-listening-reading-writing”

b. T 2

“Actually, there are many strategies in teaching English. I think it can be start from aperception and direct instructions to the students.”

c. T 3

“The strategies is sometimes with group of students and one by one.”

d. T 4

“My strategies is diccussin, role play and sometimes games.”

6. How do you applicate the strategies?

Answer:

a. T 1

- “Pre technique: to check present of students, to make greeting in the class, to review the lessons last time.
- Whiles technique: the students are able to do exploration-elaboration-confirmation and conclusion.
- Post technique: to measure the comprehension the students the teacher make task although oral and in oral give score or mark.”

b. T 2

“I can start from students have to memorize vocabularies, so, I hope the students can understand what we say as instructions.”

c. T 3

“I can application in the class and the round school. Which is make them interesting to learn.”

d. T 4

“By practice”

7. Can the strategies increase students English?

Answer:

a. T 1

“Yes, I really agree because it through strategies the students are easy to understand, they can remember their experience last time and observe with real things and our environment.”

b. T 2

“Of course”

c. T 3

“Yes, of course. It is can”

d. T 4

“Yes, some of them”

8. What are your difficulties when using the strategy ?

Answer:

a. T 1

“The students are difficult to understand the text, something the meaning of speaking. So the teacher help to show the meaning. So appear reflection to do that for students.”

b. T 2

“There are many difficulties one of them, some of students don't like English. They found many difficulties the different how to write and how to say. It make them confuse. So according to them learning English is very difficult.”

c. T 3

“I think this is a problem. They don't know what to do, they have little vocabularies.”

d. T 4

“Students not able to understand without full explanation.”

9. What is the benefit of the strategy in English learning?

Answer:

a. T 1

“According to me as a teacher use three technique phase pre-while-post because they can describe their experiences and to review the last lesson.”

b. T 2

“I think with the direct instructions, the students will make it as habitual and I believe with the habitual they can speak English well.”

c. T 3

- “With strategy so easy to learn
- More interesting
- Not boring”

d. T 4

“The students increase their knowledge, imagination especially in speaking.”

10. What is the media have been used in teaching English?

Answer:

a. T 1

“I have some media for students they are book, dictionary and note.”

b. T 2

“I have book, dictionary, note and the things around the school.”

c. T 3

“I have things in the class, text book, dictionary and note.”

d. T 4

“We have book, dictionary, note and things there are in the school.”

APPENDIX II

List Interview

A. Students

1. How do you think of your teacher method in teaching English?

Answer:

a. S 1

“Good, because sometimes can understand.”

b. S 2

“Good, can understand”

c. S 3

“The method English teacher is can understand”

d. S 4

“I think good, I like study English”

e. S 5

“Can understand”

f. S 6

“Can understand”

g. S 7

“Can understand”

h. S 8

“Can understand because make our happy when study English”

i. S 9

“Easy, can understand”

j. S 10

“Good, can understand”

2. Are your teacher using strategy in teaching English?

Answer:

a. S 1

“Yes, our teacher using strategy in teaching English.”

b. S 2

“Yes, our teacher using strategy in teaching English”

c. S 3

“Yes”

d. S 4

“Yes, my teacher using strategy in teaching English”

e. S 5

“Yes, it’s using strategy in teaching English”

f. S 6

“Yes”

g. S 7

“Yes, English teacher using strategy in teaching English”

h. S 8

“Yes, the teacher using strategy in teaching English”

i. S 9

“Yes, that using strategy in teaching English”

j. S 10

“Yes, the teacher using strategy in teaching English”

3. What is strategy that using your teacher in teaching English?

Answer:

a. S 1

“Our teacher strategy are explain material, reading book in English”

b. S 2

“The strategy are explain material and reading book sometimes using Indonesia language.”

c. S 3

“The strategy are explain material, reading book, using dictionary.”

d. S 4

“The strategy is discussion and sometimes play can easy study English”

e. S 5

“The strategy is explain material of book”

f. S 6

“The strategy are explain, reading and answer the question.”

g. S 7

“The strategy is can make the students happy”

h. S 8

“The strategy are explain, give example and answer the question.”

i. S 9

“The teacher are explain, reading, give example and answer the question.”

j. S 10

“The teacher strategy are explain, reading, give example and answer the question.”

APPENDIX III

The location of MTs YPKS Padangsidimpuan





The English teacher do conducting or strategies in English learning process



The students behaviour in English learning process



The students do discussion, group or pair work in English learning process in the classroom



The students dorole playing activities in English learning processin the classroom

