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BY

IIS SURYANI YULANDARI

SIN. 11710424086

UIN SUSKA RIAU

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

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**AN EXPLORATION OF ENGLISH TEACHERS' TEACHING
STRATEGIES AT SENIOR HIGH SCHOOL 12
PEKANBARU**



BY

IIS SURYANI YULANDARI

SIN. 11710424086

Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor Degree of English Education
(S.Pd.)

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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I hereby,

Name : Iis Suryani Yulandari
Student Number : 11710424086
Phone Number : 082285923495
e-mail : iissuryani2211@gmail.com
Department : English Education
Faculty : Education and Teacher Training
University : State Islamic University Sultan Syarif Kasim Riau

Certify that this thesis entitled **“An Exploration of English Teachers’ Teaching Strategies at Senior High School 12 Pekanbaru”** is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this *thesis*. Others’ opinion finding include in this *thesis* are quoted in accordance with ethical standards.

Pekanbaru, September 13rd 2023

IIS SURYANI YULANDARI
11714202704

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SUPERVISOR APPROVAL

The thesis entitled *An Exploration of English Teachers' Teaching Strategies at Senior High School 12 Pekanbaru* was written by Iis Suryani Yandari, SIN. 11710424086. It had been accepted and approved to be examined on the final examination of an undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau, to fulfill a requirement for the Award of an Undergraduate Degree (S.Pd) in the Department of English Education.

Pekanbaru, Rabi'ul Awal, 13rd 1445 H
September, 29th 2023 M

Approved by,

Head of Department of
 English Education

Supervisor

Dr. Faurina Angastasia S. S. M. Hum
 NIP. 19810611 200801 2 017

Zelly Putriani, M.Pd
 NIP. 19890117 202321 2 039

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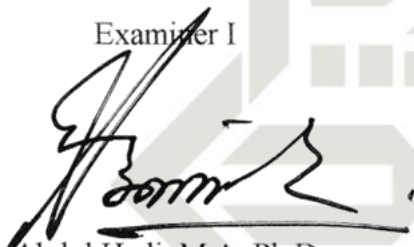
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Pekanbaru, Rabi'ul Akhir 15th, 1445 H
November 28th, 2023M

Examination Committee

Examiner I



Abdul Hadi, M.A., Ph.D
NIP. 19730118 200003 1001

Examiner II



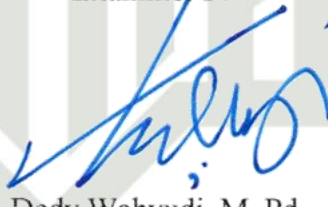
Rizki Amelia, M. Pd
NIP.19830820 202321 2036

Examiner III



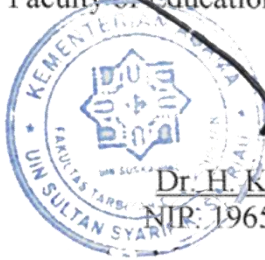
Dr. Bukhori, M. Pd
NIP. 19790512 200710 1001

Examiner IV



Dedy Wahyudi, M. Pd
NIP.19801210 202321 1011

Dean
Faculty of Education and Teacher Training



Dr. H. Kadar, M. Ag
NIP: 19650521 199402 1001

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Pekanbaru, September 17th 2023

The Researcher,

IIS SURYANI YULANDARI
SIN. 11710424086



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ABSTRACT

Iis Suryani Yulandari (2023): An Exploration of English Teachers' Teaching Strategies at Senior High School 12 Pekanbaru.

The objective of this research are to explore the teaching strategy suggested by K13 curriculum that use by the teacher and to explore to what extent the teacher use English teaching strategies suggested by K13 curriculum at Senior High School 12 Pekanbaru. This research is qualitative descriptive research. The respondents were 3 teachers in the school that teach grade elevent students in SMAN 12 Pekanbaru. The researcher gathered the data by using interview, observation, and documentation. In analyzing the data the researcher use procedures adopted from Creswell (2012) which are preparing and organizing the data, exploring and coding data, representing and reporting qualitative finding, and interpreting the findings. The result of this research shows that all of the teachers Senior High School 12 Pekanbaru used teaching strategies based on K13 curriculum. In conclusion there are 4 strategies that is implemented by teacher namely cognitive strategies, practice and exercise (drilling strategy), discussion group strategies, and communication strategies. The reseracher also found that the teachers did not used the strategy completely or just some parts of the strategy except for group discussion strategy. In implamanting the cognitive strategy, the teachers just use 2 out of 3sub strategies strategy to implementing the cognitive strategy. They are the rehearsal and elaboration strategy. In implementing Practice and exercise (drilling strategy), the teacher just use used 6 out of 13 types of drilling strategy namely repetition drill, replacement drill, substitution drill, response drill, completion drill, and translation drill. Next, the teacher completely use all the steps of group discussion strategy which are 'Presenting the problem', 'Making the discussion group', 'Starting the discussion', and 'Reporting the result'. Last, in implementing communication strategies, teacher 3 used the avoidance and paraphrase strategy.



ABSTRAK

Iis Suryani Yulandari (2023): Eksplorasi Strategi Mengajar Guru Bahasa Inggris di Sekolah Menengah Atas Negeri 12 Pekanbaru.

Tujuan dari penelitian ini adalah untuk mengeksplorasi strategi pengajaran yang disarankan oleh kurikulum K13 yang digunakan oleh guru dan untuk mengeksplorasi sejauh mana guru menggunakan strategi pengajaran bahasa Inggris yang disarankan oleh kurikulum K13 di Sekolah Menengah Atas Negeri 12 Pekanbaru. Penelitian ini merupakan penelitian deskriptif kualitatif. Responden penelitian ini adalah 3 orang guru di sekolah yang mengajar siswa kelas sebelas di SMAN 12 Pekanbaru. Peneliti mengumpulkan data dengan menggunakan wawancara, observasi, dan dokumentasi. Dalam menganalisis data, peneliti menggunakan prosedur yang diadopsi dari Creswell (2012) yaitu mempersiapkan dan mengorganisir data, mengeksplorasi dan mengkodekan data, merepresentasikan dan melaporkan temuan kualitatif, dan menginterpretasikan temuan. Hasil dari penelitian ini menunjukkan bahwa semua guru di SMA Negeri 12 Pekanbaru menggunakan strategi pembelajaran berdasarkan kurikulum K13. Kesimpulannya, ada 4 strategi yang diterapkan oleh guru yaitu strategi kognitif, praktik dan latihan (strategi drilling), strategi kelompok diskusi, dan strategi komunikasi. Peneliti juga menemukan bahwa guru tidak menggunakan strategi tersebut secara keseluruhan atau hanya beberapa bagian dari strategi tersebut kecuali strategi diskusi kelompok. Dalam menanamkan strategi kognitif, guru hanya menggunakan 2 dari 3 sub strategi yang ada dalam strategi kognitif. Strategi tersebut adalah strategi latihan dan elaborasi. Dalam menerapkan strategi latihan dan praktik (drilling), guru hanya menggunakan 6 dari 13 jenis strategi drilling, yaitu repetition drill, replacement drill, substitution drill, response drill, completion drill, dan translation drill. Selanjutnya, guru sepenuhnya menggunakan semua langkah dari strategi diskusi kelompok yaitu 'Menyampaikan masalah', 'Membuat kelompok diskusi', 'Memulai diskusi', dan 'Melaporkan hasil diskusi'. Terakhir, dalam menerapkan strategi komunikasi, guru 3 menggunakan strategi penghindaran dan paraphrase.

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ملخص

إيس سورياني يولاندري، (٢٠٢٤): استكشاف استراتيجيات تدريس معلمي اللغة الإنجليزية في المدرسة الثانوية الحكومية ١٢ بكنبارو

. الهدف من هذا البحث هو استكشاف استراتيجيات التدريس التي يقترحها المنهج التعليمي الثالث عشر الذي يستخدمه المعلمون واستكشاف مدى استخدام المعلمين لاستراتيجيات تدريس اللغة الإنجليزية التي يقترحها المنهج التعليمي الثالث عشر في المدرسة الثانوية الحكومية ١٢ بكنبارو. هذا البحث هو بحث وصفي كمي. والمخبرون في هذا البحث ٣ معلمين قاموا بتدريس تلاميذ الصف الحادي عشر في المدرسة الثانوية الحكومية ١٢ بكنبارو. قامت الباحثة بجمع البيانات باستخدام المقابلات والملاحظة والوثائق. في تحليل البيانات، استخدمت الباحثة الإجراءات المعتمدة من كريسويل (٢٠١٢)، وهي إعداد وتنظيم البيانات، واستكشاف البيانات وتميزها، وتمثيل النتائج الكيفية والإبلاغ عنها، وتفسير النتائج. تظهر نتائج هذا البحث أن جميع المعلمين في المدرسة الثانوية الحكومية ١٢ بكنبارو يستخدمون استراتيجيات التعليم بناء على المنهج التعليمي الثالث عشر. هناك ٤ استراتيجيات ينفذها المعلمون، وهي الاستراتيجيات المعرفية، والممارسة والتمارين (استراتيجيات الحفر)، واستراتيجيات مجموعات المناقشة، واستراتيجيات الاتصال. كما وجدت الباحثة أن المعلمين لم يستخدموا الاستراتيجية بأكملها أو فقط بعض أجزاء الاستراتيجية باستثناء استراتيجية المناقشة الجماعية. في غرس الاستراتيجيات المعرفية، استخدم المعلمون فقط اثنتين من الاستراتيجيات الفرعية الثلاثة في الاستراتيجيات المعرفية. هذه الاستراتيجية هي استراتيجية المؤسسة والتفصيل. في تنفيذ استراتيجيات التدريب والممارسة (الحفر)، استخدم المعلمون فقط ٦ أنواع من ١٣ نوعا من استراتيجيات الحفر، وهي تدريب التكرار، وتمارين الاستبدال، وتمارين الاستبدال، وتمارين الاستجابة، وتمارين الإكمال، وتمارين الترجمة. بعد ذلك، استخدم المعلم بشكل كامل جميع خطوات استراتيجية المناقشة الجماعية، وهي "إنشاء مشكلة"، و"إنشاء مجموعة مناقشة"، و"بدء مناقشة"، و"الإبلاغ عن نتائج المناقشة". أخيراً، عند تنفيذ استراتيجيات الاتصال، استخدم المعلم ٣ استراتيجيات التجنب وإعادة الصياغة.

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LIST OF CONTENTS

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	vi
ABSTRAK	vii
ملخص	viii
TABLE OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF APPENDICES	xii
CHAPTER 1. INTRODUCTION	1
A. Background of the Problem	1
B. Problem	7
1. Identification of the Problem	7
2. Limitation of the Problem	8
3. Formulation of the Problem	8
C. Objective and Significance	9
1. Objective of the Research	9
2. Significance of the Research.....	9
D. Definition of Terms.....	10
1. Exploration.....	10
2. English Teachers’ Teaching Strategy.....	11
3. English Foreign Language	11
CHAPTER II. RELATED LITERATURE	12
A. Theoretical Framework	12
1. Teaching Strategy.....	12
2. The Characteristic of Teaching Strategies.....	19
3. The Process of Teaching	21
4. English Teaching Strategies in K13 Curriculum.....	24

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5. English Subject in 2013 Curriculum	36
B. Relevant Research	40
C. Conceptual Framework	44
CHAPTER III. METHOD OF THE RESEARCH	46
A. Research Design	46
B. Time and Location	47
C. Subject and Object of the Research.....	47
D. Participant.....	47
E. Technique of Collecting the Data	47
F. Technique of Analyzing the Data	50
CHAPTER IV. FINDING AND DISCUSSION	51
A. Finding	51
B. Discussion	69
CHAPTER V. CONCLUSIONS AND SUGGESTIONS.....	72
A. Conclusion.....	72
B. Suggestion	73
REFERENCES	
APPENDICES	
CURRICULUM VITAE	



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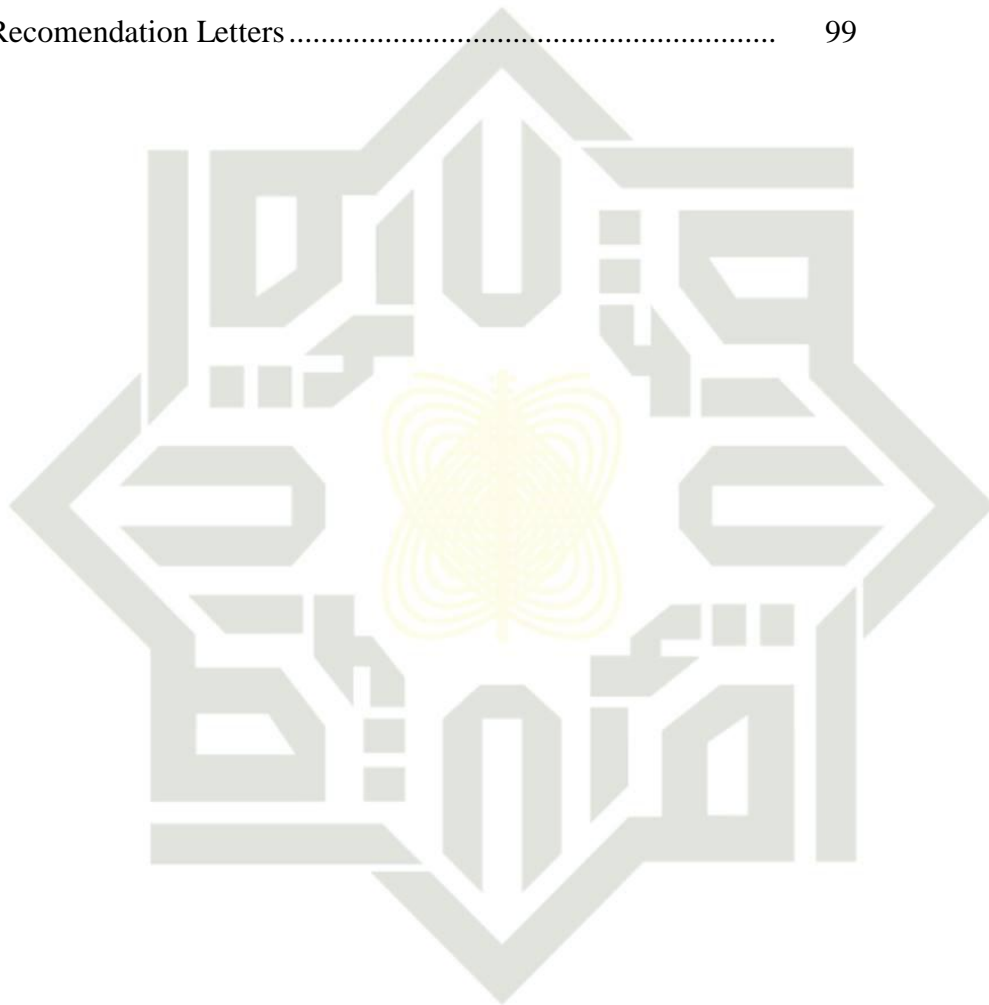
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LIST OF TABLES

Table IV.1	Observation Result of Teacher 1	54
Table IV.2	Observation Result of Teacher 2	55
Table IV.3	Observation Result of Teacher 3	57
Table IV.4	The Obseration Result of the using of Drilling Strategy by Teacher 1	59
Table IV.5	The Obseration Result of the using of Group Discussion Strategy by Teacher 1	60
Table IV.6	The Obseration Result of the using of Drilling Strategy by Teacher 2	62
Table IV.7	The Obseration Result of the using of Group Discussion Strategy by Teacher 2	63
Table IV.8	The Obseration Result of the using of Drilling strategy by Teacher 3	65
Table IV.9	The Obseration Result of the using of Cognitive Strategy by Teacher 3	66
Table IV.10	The Obseration Result of the using of Group Discussion Strategy by Teacher 3	67
Table IV.11	The Obseration Result of the using of Communication Strategy by Teacher 3	68

LIST OF APPENDICES

Appendix 1	Interview Questions for Teacher	80
Appendix 2	The Script of the Interview	81
Appendix 3	Observation Protocol	91
Appendix 4	Documentation	97
Appendix 5	Recomendation Letters	99



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CHAPTER I INTRODUCTION

A. Background of the Problem

Teaching English as a Foreign Language (TEFL) refers to teaching English to students whose first language and second language are not English. TEFL usually occurs in the students' own country, either within the state school system, or in private institutions. TEFL Teacher may be native or non-native speakers of English. Typically, EFL is learned either to pass the examinations as a necessary part of one's education, or for career progression while one works for an organization or business with an international focus. EFL might be part of the state school curriculum countries with English has no special status it might be also be supplemented by lessons paid for privately. Teacher of EFL generally assume that students are literate in their mother tongue. A teacher is a person who helps others to acquire knowledge, competences, or values. Teacher are important because they do not only provide instruction to students in one or more academic areas, depending on the grade level, but they also stand as an additional source of encouragement in the life of a child.

Berns (1990) defined foreign language learning as learning a target language in a country that does not use this language as a speech community. Thus, in a foreign language learning context, there are few opportunities for learners to employ the target language outside the



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classroom because the language (English, in this case) is not used as the main device of communication among people. When a target language is seldom used outside the classroom, input and language use in the classroom are essential (Suryati, 2013). According to Sulistiyo (2009) there are several factors creating difficulties for teaching EFL in Indonesia. First, EFL teachers must teach students in large classes, often with more than 50 students. Although the definition of a ‘large’ class in language learning varies (Wright, 2005), this number is not ideal for a language classroom.

Second, not all students who attend English classes are motivated. English is a compulsory subject, which means that students must learn the language for examination purposes; however, their exposure to English occurs for only for approximately two hours per week. Students’ low motivation and minimal English learning hours are obstacles not only for teachers, but also for students as learners. Third, at both school and university, the English-teaching focus is largely on reading skills (Sawir, 2005; Setiyadi, 2001; Sugirin, 1999), with less emphasis on English grammar and vocabulary. This teaching emphasis is based on the assumption that students will understand an English text properly if they know the structure of English and have an adequate vocabulary.

One consequence of this is that the teaching of other skills—such as speaking, writing and listening—is relatively ignored (Sugirin, 1999). English is a compulsory subject taught during junior and senior secondary

schools, and at tertiary levels of education in Indonesia. The teaching and learning activities conducted in these classrooms mostly involve memorising vocabulary, studying grammar and reading English texts. This tends to focus on learning the rules of the English language, rather than using English for communication (Sawir, 2005).

Teacher should have strategy on teaching English. Strategy generally involves setting goals, determining actions to achieve goals of teaching. A strategy describes how the ends (goals) was achieved. In addition, Allen (2003) stated that strategy is the method used to deliver information in the classroom, online, or in some other medium. There are many strategies that we can choose from several teaching strategies in the classroom. Therefore, the researcher chooses the title to know the teaching strategy. This is generally tasked with determining strategy. Strategy can be intended or can emerge as a pattern of activity as the organization adapts to its environment or competes. It involves activities such as strategic planning and strategic thinking.

A teaching strategy comprises the principles and methods used for instruction. The choice of teaching strategy or strategies to be used depends largely on the information or skill that is being taught, and it might also be influenced by the learning style, aptitude, skills, and enthusiasm of the students. Teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future (Armstrong, 2013). Teaching strategies

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identify the different available learning methods to enable them to develop the right strategy to deal with the target group identified.

Based on the explanation above, the teacher should use the match strategy in teaching English to get the expected learning outcomes. State Senior High School 12 Pekanbaru is one of formal school in Pekanbaru. As a formal educational institution this senior high school is also offering the English subject to the students. State Senior High School 12 Pekanbaru use Curriculum 2013 as their learning program. According to the Ministry of Education and Culture (2012), the main purpose of 2013 curriculum is to shape the individuals who are faithful in God, good in characters, confident, successful in learning, responsible citizens and positive contributors to the civilization. The teachers should choose and implement the right strategy to fulfil this purpose.

However, there is an indication that the strategy that use by the teachers have been not implemented in a proper and optimal way. Gunawan (2018) found some problems in implementing 2013 curriculum in pekanbaru, he stated that the evidence saying that the teachers sometimes do not include some steps in their classroom can be seen from their interviews when they described what the scientific approach is. One respondent indeed mentioned all the steps in his elaborative answer. Another respondent by comparison only mentioned two steps (observing and questioning) in his answer to the same question. This could mean either the interviewer did not get to go further to the teachers'

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answer, or it is fair to say that the teacher did not implement all the steps properly.

Gunawan (2018) also stated that there is an indication that it occurs due to the lack of trainings experienced by the teachers. From the interviews, it was discovered that two teachers got once to none training experiences and the other one had experienced trainings several times. This could back up the factor why the implementation has not been done optimally. Due to lack of trainings experienced by teachers in many schools and in order for the teachers to understand on how to implement the scientific approach properly, it is advisable for the government to provide more trainings for all the teachers in near future. (Gunawan. 2018). That situations make the teacher misunderstanding wick one is the best strategy to use and match with the 2013 curriculum. According to Nugraheni (2015), implementing a different curriculum is clearly violating the principle of equity in terms of education.

State Senior High School 12 Pekanbaru is one of formal school in Pekanbaru. As a formal educational institution this senior high school is also offering the English subject to the students, especially in term of writing skills. State Senior High School 12 Pekanbaru is used Curriculum 2013. Based on the curriculum, English language at the State Senior High School 12 Pekanbaru has criteria of students minimum passing grade with the score is 75. Based on preliminary observation in February conducted at

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the school, according to one of the English teacher. In the classroom, the teacher used a traditional teaching method like speech, explanation and exercise to teach the students and prepared it well. But, the teacher said that they did not change their teaching strategy and keep doing the same strategy from the beginning of their career as an english teacher until now. In addition, because of the lack of training, the teacher do not know the recent strategy that more proper to use in 2013 curriculum. the teacher just use 2 until 3 differen strategys in teaching. The reseracher also did the interview to the students. Based on the interview with the students, the reseracher found that some of the students feel the teacher's teaching ways are boring but in the other hand there are also some of the students that feel the teacher teaching ways are good and make them understand clearly.

The researcher finds several problems when preliminary observation. The problem of students can be seen in the following phenomena:

1. Teacher gave the material using traditional teaching method like speech, explanation and exercise.
2. Teacher did not cahnge their teaching strategy too much from the beginning of their career as an English teacher
3. The students found their teacher's teaching ways are boring but in the other hand there are also some of the students that feel the teacher teaching ways are good and make them understand clearly

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There are still lack of study about teaching strategies in curriculum 2013 that had been done by the previous researchers. They are Asmin (2019) which focus on applying Scientific Learning Approach in curriculum 2013 at Vocational High School and Mahanani (2016) which researched implementing English teachers strategies in Curriculum 2013 at private senior high school which focusing on found the problems in implementation 2013 curriculum.

Based on the previous studies and the problems previously explained, the researcher thinks that it is important to explore more about the teachers' strategies used on teaching English, because there are nothing research about English teachers teaching strategy. Therefore, this research aims to fill the gap by finding the teacher teaching strategy in 2013 curriculum more details.

Based on the background of the problems mentioned above, the researcher is interested to conduct the research entitled “ **An Exploration of English Teachers' Teaching Strategies at Senior High School 12 Pekanbaru**”

B. The Problem

1. Identification of the Problems

Based on the discussion above, the researcher found some problems at State Senior High School on Pekanbaru which identified in the following questions:



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- a. Teacher gave the material using traditional teaching method like speech, explanation and exercise.
- b. Teacher did not change their teaching strategy too much from the beginning of their career as an English teacher
- c. The students found their teacher's teaching ways are boring but in the other hand there are also some of the students that feel the teacher teaching ways are good and make them understand clearly.

2. Limitation of the Problems

After identifying the problems stated above, thus, the researcher needs to limit and focus on the English teachers' teaching strategies in teaching speaking based on the Permendikbud recommendation which are used by the teacher in teaching process which are suggested by K13 curriculum used in this studies are 9 strategies for Senior High School 12 Pekanbaru.

3. Formulation of the Problems

Based on the limitation of the problem, the researcher formulates the problem of the research on

- a. What are the teaching strategy suggested by K13 curriculum that use by the teacher at Senior High School 12 Pekanbaru?
- b. What extent the teacher use English teaching strategies suggested by K13 curriculum at Senior High School 12 Pekanbaru?

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C. The Objectives and Significance of the Research**1. The Objectives of the Research**

The objectives of the study can be stated as

- a. To explore the teaching strategy suggested by K13 curriculum that use by the teacher at Senior High School 12 Pekanbaru.
- b. To explore to what extent the teacher use English teaching strategies suggested by K13 curriculum at Senior High School 12 Pekanbaru.

2. The Significance of the Research

Based on the objectives of the research above, the significance of the research are as follows:

- a. For the Students'

For the students', the result of this study can help them to study English better. The researcher hopes that the result of this research can help the teacher to investigate more strategy ito use to teaching speaking for to the students so that the students can study comfortly and efficiently.

- b. For the Teachers

This study can help the teacher to investigate the teacher strategies that are used to teach the English subject based on the 2013 curriculum. By knowing more strategies the teacher can teach in many varyous ways.



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c. For the Future Researcher

This research will give some contributions and information for future researcher as the references for other next researcher who are interested to study the context of teaching strategies used by English teachers.

D. Definition of the Terms

To avoid misunderstanding and misinterpreting in writing this proposal, it is necessary for the researcher to explain the terms used in the study. They are defined as follows:

1. Exploration

Exploration or exploratory research is a methodology approach that investigates research questions that have not previously been studied in depth. Singh (2021) stated that Exploratory research is a study that seeks to answer a question or address a phenomenon. The nature of the entity being studied does not allow a variable to be manipulated by the researcher, it cannot be completed in a controlled environment, or most likely, the researcher cannot determine all the influences on the entity, therefore a more exploratory look at the topic is more beneficial. This type of research seeks to identify general principles to explain data and observations, and is also known as the inductive method. In this research, researcher wanted to explore more about the teachers' teaching strategies in K13 curriculum.

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2. English Teachers' Teaching Strategy

Teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies (Stone and Morris, in Issac, 2010). Therefore, teaching strategy is the plan that the teachers used to organize the material that we as a teacher implemented to deliver the materials before to the students based on the context of K13 curriculum, and the teaching strategies was the subject of the research and the English teachers were the participants or the object of this research.

3. English Foreign Language

Yoko Iwai (2011) defined that EFL refers to those who learn English in non-English speaking countries. (E.g. Japanese people who learn English in their country are EFL learners). EFL means learning English in non-English-speaking countries. EFL teaching has its shortcomings, learners are too passive, and learners rely on teachers to acquire information for learning. When Krashen's (1982) analyzed the concepts of "acquisition" and "learning", he pointed out that Chinese learners are learning English, not acquiring English because they can do reading and writing, but cannot communicate naturally. in this research, English foreign language is used a common tool to communicate among speakers of different language.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Teaching Strategy

Teaching strategy is one of the common terms used to define the activity in the classroom between teachers and students. Smith in (Anil, 2011) states that teaching strategy refers to a pattern of teaching acts that serves to attain certain outcomes. It refers to how the teacher designed the class, involves classroom setting and teaching material. In prepare all of their need until conduct the teaching process; it will be expect to gain some goals.

According to David in (Sanjaya, 2008) in education the term of strategy is defined as “a plan, method, or series of activities designed to achieve a particular educational goal”. It means that teaching strategy can be concluded as a planning that contain of series of activities which is designed to reach particular educational goal.

Teaching strategy is also defined by Strasser in (Anil, 2011) who explain that teaching strategy is generalized plan for a lesson or lessons which includes structure, desired learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy. It is more specific than the previous definition. Teaching strategy deals with the lesson plan which involves tactic to implement the strategy in teaching and learning

process. As stated above, strategy can be defined as an effort and process that used by teacher. In the using of strategy, the teachers plan and prepare the teaching and learning process. By using the strategy the teacher hope to get the goals of teaching they want.

According to Gebhard (2006), EFL can be defined as study of English by people who live in places in which English is not used as a means of first language communication. He further indicated that in such a setting, the students have few chances to be exposed to English for communication outside the classroom.

A similar definition is expressed by Harmer (2007) who defined EFL as the teaching of English where the students are studying English in their own country or are engaged in short courses conducted in English. Speaking countries such as the United State, Britain, Australia, Canada, Ireland or New Zealand. A third definition is suggested by Camenso (2007) who indicated that EFL students may live in a country where their own language is primarily spoken for communication and that these students may be required to learn English for their academic studies, for travelling activities to an English-speaking country or for business purposes. He also further stated that EFL students only spend a few an hours per week studying English, have little exposure to English outside the classroom, have little opportunity to practice their newly-acquired language skills and have a native background in the classroom Camenson (2007).

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Teaching is an intimate contact between a more mature and a less mature personality to further the formation of the latter. Morrison (1934) in Dewey (1934) express this teaching concept with an equation. Brubacher (1939) stated that teaching is the setting and manipulating of situations in which there are gaps or barriers which an individual will wish to overcome and from which he will learn in the process.

According to Gage (1963), teaching is a form of interpersonal influence aimed at changing the potential behavior of others". Smith further expanded the definition of teaching in 1963. Teaching is a system of actions involving agents, ultimate goals, and situations, including two sets of factors over which the agent has no control (class size, student characteristics, physical facilities, etc.), teaching techniques, and strategies. Amidon (1967) defines teaching as "an interactive process, particularly one that involves classroom conversations that take place between teacher and student and take place during certain predetermined activities." Davis et al. (1962), Gagne et al. (1974) and Gage (1978) made significant contributions to the definition of this concept and their views can be summarized as firstly teaching is a scientific process whose main components are content, communication and feedback. Instructional strategies have a positive impact on student learning. It is always possible to change, improve and develop new teaching and learning

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activities and therefore flexibility is built into the system; and the learner's ultimate behavior in relation to the learning structure can be shaped by an appropriate classroom environment. Davis and Glaser (1962) showed that the overall instructional structure consists of four steps:

- a. Step 1: Lesson planning, which includes content analysis, identification, and formulation of goals.
- b. Step 2: Instructional Organization, which outlines instructional strategies to achieve instructional goals.
- c. Step 3: Identify Appropriate Teaching and Learning Strategies for Effective Content Delivery.
- d. Step 4: Manage teaching and learning, with a focus on assessing learning outcomes in relation to student performance and providing feedback to teachers and students.

Robertson (1987) points out that teaching is a general term denoting actions undertaken with the intention of bringing learning closer to other. The International Encyclopedia of Teaching and Teacher Education has divided teaching concepts into three categories:

- a. Teaching as success means that learning is linked to teaching. Teaching requires learning and can be defined as an activity that influences the manner in which learning is necessary.

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- b. Teaching as a conscious activity means that teaching logically does not imply learning, but is predictable to lead to learning.
- c. Teaching as normative behavior shows actions taken with the intention of bringing learning to others. It denotes a family of activities: training and teaching are the most important members and indoctrination (Green, 1968).

Teaching consists of activities that shape other skills and behaviors, while instruction and indoctrination involve activities that promote knowledge and belief. Teaching can be understood as a form of problem solving and decision making that has much in common with the work of a physician individual. This conceptualization has led to a body of research that has examined decision-making in the classroom, focusing in particular on information about students using instructional materials (Calderhead, 1995).

Learners of EFL study English for different purposes: passing the examination, career development, pursuing their education, etc. In most countries, English as a Foreign Language is part of the educational curriculum, particularly in state schools. In Indonesia, English is a compulsory subject in senior and junior 4 high schools. In the lower levels, such as in elementary schools and in kindergarten, English is not a compulsory subject; it can be taught to the students as the local content subject (muatan lokal). Teaching and learning has a very close relationship and one into another cannot be

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defined apart. Brown (1987) identifies the components of definition of learning as follow: 1. learning is acquisition or getting 2. learning is retention of information or skill 3. retention implies storage systems, memory, cognitive organization 4. learning involves active, conscious focus on and acting upon even outside or inside the organism 5. learning is relatively permanent, but subject to forgetting 6. learning involves some forms of practice, perhaps reinforced practice 7. learning is part of changes in behavior. Furthermore, Brown defines teaching as “guiding and facilitating learning, enabling learner to learn, and setting the condition for learning.”

Teaching strategy is a high-level lesson plan that includes structure, instructional goals, and an outline of the planned tactics needed to implement the strategy (Stone and Morris, in Issac, 2010). Furthermore, Issac (2010) states that teaching tactics are the teacher behaviors that he manifests in the classroom, namely developing teaching strategies, giving the right stimulus for a timely response, drilling into the learned response, augmenting the response with additional and immediate ones Activities.

In this white paper, we use the term strategy to imply careful planning in order to do something. When we use the term method, it implies an orderly procedure. Therefore, we use the terms technique and procedure as synonyms to denote the steps one takes to use any of the popular models used in the classroom. Each of these

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aspects stems from a broader and more comprehensive model (Orlich, Harder, Callahan, Trevisan & Brown, 2010).

The implementation of teaching activities is basically a network or a set of decisions that the coach makes in order to correlate the priority elements of his work and again find the best solution related to the educational situation. People who teach must find a rational and appropriate formula to combine methods, procedures, techniques, means and forms of organization that lead to the optimal use of the potential of the subjects to be taught (Neacșu, 1990). The choice of a training method in relation to the subjects to be trained is a teaching strategy. It is well known that teaching strategies are key tools in the design of lessons (Regeluth, 2013).

The teaching strategy produces a didactic approach to teaching and learning, combining and optimally organizing methods, means and forms of grouping of participants (Cerghit, 2006). These elements, integrated into the operational structure, are based on a systemic vision and are intended to ensure active and creative learning of knowledge and streamline the training process. The concept of “strategy” works at both the macro, intermediate and micro levels, with the latter level being directly related to learning pedagogy, training theory and practice. Adopting a strategy means adopting a guideline for action and relating it to a specific type of organizational learning and specific global learning conditions, using specific

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methods and tools. Of course, it should be pointed out that in reality we use mixed and combined strategies, depending on the objectives, the level of the groups we work with, the content treated, etc.

It is understood that every teachers has great freedom to design his work, to draw graphs, diagrams, tables of values or simply mental schemes that can help improve his decision-making skills and effectively use a combined set of methods, tools and other training resources (Keegan, 2013). Furthermore, experience shows that each teaching activity is unique through the configuration of factors and interactions that shape it, therefore a permanent correction of some previously thought strategies can give more precision bring or give positive feedback.

2. The Characteristics of Teaching Strategies

As mentioned earlier, instructional strategies suggest ways of approaching instructional situations. It is important to emphasize their essential characteristics:

- a. They have a normative character without rigid rules; they are the training component of dynamic situations that are characterized by inner flexibility and elasticity. The general teaching approach outlined by the education strategy can be 'tailored' and adapted to the event and conditions of the education. Strategies usually bear traces of the teaching style, creativity and personality of the trainer;

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- b. They have structuring and modeling functions, to relate to the learning situations in which learners are placed and to trigger the psychological mechanisms of their learning
- c. The components of the strategy (methods, means and forms of work organization) form a system, establish relationships between them, even interrelationships and dependencies. A teaching strategy can be broken down into a series of operations, steps, rules of behavior specific to different teaching sequences, so that each decision represents a transition to the next sequence using the information obtained in the previous step
- d. They identify neither with the chosen methodological system nor with the basic teaching method, because the teaching strategy aims at the whole training process, not at a single training sequence
- e. It has a probabilistic meaning, namely that a particular teaching strategy, although scientifically sound and consistent with the psychological resources of the participants, cannot guarantee the success of the training process because there are a multitude of variables that can interfere with the training process.
- f. They engage students in specific learning situations and streamline and personalize educational content
- g. They create an ideal framework for interaction between other components of the training process (Ionescu & Radu, 2001).

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3. The Process of Teaching

a. Preliminary activity

The process of learning English in the 2013 curriculum conducted by teachers in the classroom must be in accordance with the standards of processes such as preliminary activities, core activities, and closing activities. As stated by Sudjana (2010) the learning process is a process that is arranged in such a way according to certain steps so that the implementation of learning reaches the expected results. Preliminary activities include activities in the form of appreciation and motivation that can make students ready psychologically and physically, can attract the attention of students to learn and more importantly, the teacher conveys competencies and plans for learning activities to students so that they have motivation that high to follow the learning process sequence and also brainstorming. (Kemendikbud, 2013). Core activity

Learning activity in 2013 curriculum refers to the application of scientific approach. According to Handelsman, et al., (2004& 2007) scientific teaching approach refers to a pedagogical approach used in classrooms whereby teaching is approached with the same rigor as science at its best and it involves active learning strategies to engage students in the process of science and teaching methods that have been

systematically tested and shown to reach diverse students. It means a pedagogy which best enables students to have experiences in the process of building knowledge.

Therefore, for the core activities are carried out with a scientific approach that includes observing, asking, trying, reasoning, presenting, and creating activities combined with learning models that are in accordance with scientific approaches such as discovery learning, inquiry learning, project based learning, the use of media and learning resources that are suitable for learning objectives, as well as an assessment of attitudes, knowledge, and skills (authentic) during the learning process.

Actually 2013 curriculum has implement new method in teaching learning process that is scientific approach, scientific approach is approach which implement new stage on teaching learning process there are observing, questioning, associating, experimenting and networking, the five stage here can be implement and recommend in English language teaching on the implementation of this new curriculum. In every stage have some weaknesses, for example in observing stage which is emphasized for meaningful learning. In questioning stage, when teacher ask, he guide his students to learn, when teachers answer students question, that time he motivate his students for listen and to be good learner. In associating, it is emphasized to competency

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group variously idea and associated various event for then entered to be memory part. In part experimenting, learning activity with experimenting approach do trough three stage there are prepare, implementation and action continued.

Besides scientific approach, in 2013 curriculum there are some method of learning which recommended in teaching learning process, for example discovery learning which is recommended for teaching science and English. Discovery Learning can be defined as the learning that takes place when the student is not presented with subject matter in the final form, but rather is required to organize it himself” (Lefancois dalam Emetembun, 1986:103 as cited in Kemendikbud, 2013). Discovery did through observation, classification, measurement, prediction, determination and infer. According to Syah (2004 as cited in Kemendikbud, 2013) in implement discovery learning in class, there are some procedures, such as stimulation, problem statement, data collection, data processing, verification generalization. (Kemendikbud, 2013).

b. Post- teaching or Closing activity

The closing activity is an activity carried out by the teacher to determine the extent to which the learning process has given effect in the form of increasing knowledge and skills of students by facilitating students to conclude learning outcomes, provide

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feedback on learning processes and outcomes, and provide follow-up and next lesson plan.(Kemendikbud, 2013).

4. English Teaching Strategies in K13 Curicullum

In teaching, strategy has an important role to achieve a particular goal, teacher should balance the strategies to the needs of students. According to Zulfian et al. (2018), different teaching strategies mean different ways of helping students to learn. This shows that strategy cannot be ignored in the teaching and learning world.

According to Mulyati et al (2021), there are teaching strategies as follows:

a. Cooperative learning strategy

Cooperative learning strategy is one of the teaching strategies used by teachers. It aims to arrange classroom activities into academic and social learning experiences that are called educational approaches. It is arrangement students into teams, and have been represented as "structuring positive reciprocity". This learning can even produce reciprocity between students, therefore learning resources for college students don't seem to be simply lecturers and textbooks however additionally fellow students.

Wina Sanjaya (2008) states that in implementing cooperative learning there are four stages that must be passed, namely:

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1) Explanation of Learning Material

The explanation is a process of delivering the material points of the subject matter before the students work in groups. Teachers use lecture, discussion, demonstration and the media to provide a general overview of the subject matter to be mastered which in turn will deepen the students' understanding of the learning material in a group (team).

2) Learning in groups

After the teacher explains a general overview of the main points of the subject matter, students learn in each group. Heterogeneous groups is made the students can help each other.

3) Assessment

Assessment is done by a test or quiz. This assessment is done individually and in groups.

4) The Team Recognition

The team recognition is the determination of the team that is considered to be the most prominent or most accomplished teams to accept the prizes or awards.

In cooperative learning, there are some types of activity that can do by the teachers such as cluster investigation, STAD (Student Teams-Achievement Divisions), and Jigsaw.



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b. A modeling strategy

A modeling strategy is a strategy that demonstrates how the teacher wants their students to learn and to do what teachers' goals. It is learning certain skills or knowledge, there is someone or object that can be imitated. This strategy makes students more active in learning, students become more confident to practice something and have no fear. Students are more active in giving responses, add awareness of responsibility to the task given and students experience firsthand that skill practiced it.

Based on hisyam zainy (2010) there are several steps in implementing the modeling strategy, as follows:

- 1) After one learning material done, identify several common situation where the students have to use the skill that have explained in the learning material.
 - 2) Devide the students into small groups to demonstrate the scenario
 - 3) Give the students time about 10-15 minutes to create the scenario
 - 4) Give the students time 5-7 minutes to exercise it. The groups demonstrate the scenario alternately. The teacher have a chance to give feedback for every demonstrations that is done by the groups
- #### c. Discussion group strategy

Discussion group strategy is an activity where students have to discuss with their group and they work together to achieve a common set of goals. Students frequently interact and have regular contact. It is

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one of the activities in speaking class with a simple form such as a discussion to coach the students to speak English.

Hasibuan and Moedjiono (2019) explained the steps of discussion group strategy as follows:

- 1) The teacher presents the problem that will be discussed by the students and give a little bit suggestion about the problem solving as much as necessary
 - 2) The students make a discussion group supervised by the teacher. The students have to choose the discussion leader, manage sit positions, space, media, etc. The student that is chosen to be the leader has to be good in problem understanding, have a good charisma, trusted by his/her friends, wise, brave, and fair person. The leader duty is to control and become the mediator of the discussion. The leader also has to conclude the discussion.
 - 3) Each group of the students start the discussion while the teacher walk around to make sure every member of the groups is active in the discussion.
 - 4) Each groups have to report the result of their discussion. The students write the report of the discussion result and unite it with the others group report.
- d. Demonstration strategy

Demonstration strategy means performing an activity so that learners can observe how it is done to help prepare the learners to

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transfer theory to practical application. This strategy is to help people who learn well by modeling others, promoting self-confidence, providing an opportunity for targeted questions and answers, and allowing attention to be focused on specific details rather than general theories.

Demonstration technique can be used by using action, gesture, or mime in learning process. Harmer (1991) describes, “Action, in particular, is probably better explained by mime. Concepts like running or smoking are easy to present it in this way; so are ways of walking, expressions, prepositions (“to”, “toward”, etc) and times (a hand jerked back over the shoulder to represent the past, for example).” Other ways of teaching through demonstration, Petty (2004) points out as follow:

The teacher mimes a simple story. The students then take turns to describe the story as it is mimed, for example: “He was eating a meal. He dropped some food. He called the dog. The dog ate the dropped food. He patted the dog.” The whole class repeats the story at the end. The teacher claps once if the class is to repeat only the last line; twice if he or she wants the whole story repeated from the start, with students taking a sentence each.

e. A cognitive strategy

A cognitive strategy is everything about the behavior of students in the learning process related to how students think and power. Speaking cognitive strategy is a strategy in which we explain what we do and what we think in speaking (Goh, 2007). The behavior of students is to fix their fault, use gesture cues, practice the

pronunciation of words, write, read from books or blackboards, and stare at the instructional media.

Pintrich dan De Groot (1990) divided the process of cognitive strategy into three, they are rehearsal strategy, elaboration strategy, and organizational strategy. Rehearsal strategy is the process of repeating a word or sentence to make someone understand it (Curione et al., 2022; Pintrich & De Groot, 1990). The second is elaboration strategy, it refers to the elaboration of the material comprehension that is gotten by the person perspective itself; this process usually form as paraphrasing or resuming the material from the class. (Curione et al., 2022; Pintrich & De Groot, 1990). The last, organizational strategy is making the category of the obtained material like making an outline (Curione et al., 2022; Pintrich & De Groot, 1990; Weinstein et al., 1987).

f. Practice and Exercise (drilling strategy)

Drilling strategy is a practice that includes examining materials that have been learned. Drilling is a repetition of information on a specific topic until it is completely immersed in the learner's mind expected to help learners understand the information better. This is useful in developing speed and accuracy in remembering facts, generalizations, and concepts.

Theodore Huebener (1969) introduced about Pattern drills which are divided into thirteen types as follows:

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- 1) Repetition Drill which is the simplest drill; the teacher asked the student to repeat what the word or sentence he or she said.
- 2) Substitution Drill. The pupil changes the subject in sentence with pronoun of a different person, number, or gender and also the verb
- 3) Transformation Drill. In this drill the model is changed from the singular to the plural, from the plural to the singular, from the positive to the negative, from the statement to the interrogative, and so on.
- 4) Replacement Drill. This is actually same as substitution drill. It changes the noun to pronoun.
- 5) Response Drill. In this drill the student answer what the teacher questioned.
- 6) Cued – response Drill. The teacher gives a signal to the student before or after the question.
- 7) Rejoinder Drill. The student is given the way to rejoin the statement.
- 8) Restatement or Directed Dialogue. (Relay Drill.) pupils are directed to ask question or make statements, first with the teacher and then with a classmate as dialogue partner.
- 9) Completion Drill. The pupil completes the sentence with the correct word.
- 10) Expansion Drill. Adding words and phrases to build up a simple sentence.

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- 11) Contraction Drill. Replacing a phrase or clause with a single word.
- 12) Integration Drill. Combining two separated statements.
- 13) Translation Drill. The pupil translates their native sentences with the same structure into the foreign language

g. Communication strategy

According to Goh (2007) is a plan or way how to solve communication problems. It helps the students to deal with their vocabulary knowledge when they want to talk for example when we want to say something in English but there is one object that we don't know. Using this strategy, the teacher helps the student to develop their speaking skill.

Based on Kim hua, et al (2012) Tarone's typology comprises several categories as follow

- 1) Avoidance which is divided into topic avoidance and message abandonment
 - 2) Paraphrase, including approximation, word coinage, and circumlocution
 - 3) Transfer encompassing literal translation, language switch, appeal for assistance, and mime.
- #### h. The question-answer relationship (QAR)

QAR is a strategy that helps students understand the different types of questions. This activity will be carried out when students have finished reading and will be given a kind of question to test their

ability to understand and how students decipher the answer of the kind of question is being asked. Students could develop their thinking when they want to answer the questions. And before answering the questions, they need to consider an answer. Questioning could help learners to explore a deeper level of thinking, knowing, and understanding.

Taffy Raphael (1985) states that there are categories of question, they are In the book and In my head. These two categories of questions also have two different types of questions.

1) In the book question

a) Right there

The answer to Right There questions can be found in one sentence in the text. Students can point to these answers. It was easy for the students to answer this type of question. Indeed, Raphael added, “the answers to the Right There questions are generally easy to find in the text; in fact, often some of the words used in the question are found in the same sentence as the answer”. Shortly, the students always looked back directly at the text when they wanted to answer the Right There question.

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b) Think and search

The answers to Think and Search questions are pieced together using information from different parts of the text. The answer is in the text, but you need to put together different pieces of information to find it. Words in the question and words for the answer are not found in the same sentence. They come from different places in the passage or text.

2) In My Head Questions

a) Author and me

The answer to Author and Me questions are not found in the text. Instead they require students to think inferentially. Students must think about what they already know, what the author is telling them, and how both pieces of information fit together

b) On my own

The answer to On My Own question is not in the text. It can be answered without even reading the text. The answers to these questions comes entirely from their own experiences. On My Own questions sometimes include the words: In your opinion or Based on your experience.

Based on the statements above, the reseracher conclude the steps of QAR as follow



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- 1) Explain the concept of QAR to the students, possibly using a chart to show the four types and the two broad categories of information sources: in the text and in your head.
- 2) Have students read several short passages. Follow each reading with one question from each of the four QAR categories. Discuss the differences between the different types of questions and answers.
- 3) Give students short passages along with questions, answers and identified QAR. Discuss why a question and answer pair is one QAR and not another. Then give students passages with questions and answers and have them identify the QAR. Finally, give students passages with questions and have them decide which QAR strategy to use to find the answers
- 4) Give students a longer passage with up to six questions (at least one from each category). Students can work in groups to decide the QAR category and answer for each question.
- 5) As an extension students can write their own questions for reading passages using the QAR strategies
 - i. Role-playing

Role-playing is a playing a role activity. Goh (2007) states that it is an activity where students take part with the character of a person also the age, occupation, gender, and so on. While Oxford English Dictionary defines role-playing as the changing of one's behavior to

fulfill a social role. In this activity, students have their lines to read and memorize. Role-playing takes place between two or more people, who act out roles to explore a particular scenario that involves many students.

According to Donn Byrne in Nurina (2011), role play has two types, scripted and unscripted role play. In details, those described as follows

1) Scripted role play

This type involves interpreting either the textbook dialogue or reading text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorably way

2) Unscripted role play

In contrast to scripted role play, the situations of unscripted role play do not depend on textbooks. It is known as a free role play or improvisation. The students themselves have to decide what language to use and how the conversation should develop. In order to do this activity, good preparation from teacher and students is really necessary.

According to Jakob (2018), to make the role-play teaching technique run smoothly in the classroom, here are several steps of the implementation of the role-play teaching technique:

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- 1) Explain to students about the technical implementation of the role-play
- 2) Dividing students into groups
- 3) Tell a story or situation to students
- 4) Provide vocabulary that reflects the story or situation
- 5) Give students time to prepare the dialogue from the role-play that will be present
- 6) Give time to students in each group to present their role-play in front of the class
- 7) Allow each student an opportunity to provide feedback among the group

5. English Subject in 2013 Curriculum

Education Sector Analytical and Capacity Development Partnership (ACDP) (2017) stated that the English subject in Curriculum 2013 is built on the reforms of education currently being undertaken in Indonesia, in which prominent emphasis has been placed on building competencies required for the 21st century, through building the English language competencies of knowledge and skills as well as spiritual and social behavior competencies. The first two competencies are to be developed through ‘direct teaching’ and the latter two are to be developed by means of ‘indirect teaching’. ‘Direct teaching’ refers to pedagogical practices that intended to directly teach and assess the knowledge and skills of English. ‘Indirect

teaching' refers to using the statements about the required English knowledge and skills, to indirectly build the spiritual and social competencies.

According to Education Sector Analytical and Capacity Development Partnership (ACDP) (2017), the division of English curriculum into four core competency areas, which are then developed into basic competencies of English, has underpinned the development of the documents required to implement the Curriculum 2013. To prepare this paper, the Review Team read documents for English in the Curriculum 2013 including the core and basic competencies, syllabi, assessment statement, student textbooks of Grade VII (junior secondary school) and Grade X (senior secondary and vocational school), and the teacher guides (teacher books). School observations and interviews with English teachers also informed the development of this paper.

According to Education Sector Analytical and Capacity Development Partnership (ACDP) (2017), the Review Team used the school observations to look at implementation how the Curriculum 2013 is being implemented in terms of the content of the curriculum and assessment materials, and to consider the practicality of using these documents in classroom. As a result of the analysis of the respective Curriculum 2013 documents listed above, and the observations and interviews held during the school visits, the Review

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Team identified some strengths and weaknesses relating to the Curriculum 2013 English subjects which are outlined below.

The competency documents for English for senior secondary and vocational schools state the general purpose of the Curriculum 2013, which is to build the competencies of spiritual behavior, social behavior, knowledge, and skills. It is also stated in these documents is that the above four competencies are to be developed through intra-curricular, co-curricular, and/or extra-curricular activities. The intra-curricular activities are the classroom activities listed in the curriculum in which the knowledge and skills of English are built through direct teaching; and the spiritual and social behaviors are built through indirect teaching. The co-curricular activities are intended to support the intra-curricular activities to better improve students' knowledge and skills of English and to build students' responsibility in doing tasks. The extra-curricular activities are outside of the curriculum and intended to build students' 'soft skills'.

The English syllabi for Grades VII and X present information about the rationale, genre based language teaching, the content materials covering the knowledge and skills of English, and the nurture of attitude (spiritual and social behavior). The rationale explicitly states that spiritual and social behaviors are to be nurtured

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as the students are learning the required content specified for the subject of English.

The use of texts is also aimed at developing attitude for valuing and internalizing religious and social values including honesty, discipline, responsibility, toleration, hospitality, and confidence in interacting with social environment and nature effectively (Syllabi of SMP/SMA, p.1).

Class XI, outlined in brief below, is composed of ‘transactional interaction’ and the study of some particular genres. At this level there is an emphasis on the past tenses and a first beginning study of mood (subjunctive). The transactions focus on pragmatic language and skills for social events and commercial institutions. The genres promoted in at this level are also in tune with these transactions settings – brochures, leaflet, banners, etc. In terms of ‘literature’ students study some short stories. Students also learn about ‘hortatory exposition text’ where they are expected to analyse and compose written or oral pieces on “actual issues”. According to Education Sector Analytical and Capacity Development Partnership (ACDP) (2017), these are grade eleventh class outline of topics English subject.

- a. Transactional interaction (advising to do an action)
- b. Transactional interaction (giving information related to activities - past perfect, present perfect, futures perfect)

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- c. Transactional interaction (giving information related to future plans; if in present tense)
- d. Poem related to teenage life (gist)
- e. Short stories (gist)
- f. Transactional interaction (giving information on telephone related to events, offers, appoints, reservations, social functions)
- g. Brochures, leaflets, banners, pamphlets (gist, composition)
- h. Transaction interaction (for example, such as...)
- i. Hortatory exposition text (gist, composition of text related to 'actual issues')
- j. Song lyrics, teenager life (gist)

B. Relevant of the Research

Firstly, Zuhratulaini (2018) conducted a research that is titled "The Exploration of the Analysis on Teaching Strategies of Descriptive Writing." She said This comparative study was carried out to explore teachers' strategies in teaching writing descriptive text at two public education institutions (SMA 5 Banda Aceh and MAN 1 Banda Aceh) and two private English courses (LIA English Course and KUMON English course). Three components of teaching learning process were analyzed: 1) the teacher's strategies in teaching English descriptive writing, 2) the teacher's way of using strategies, and 3) the similarities and differences of the strategies used by the teachers at two senior high schools and private

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English courses. This study used qualitative research design through pre-observation interview, classroom observation, post- observation interview, and document analysis to collect the data. The data were analyzed by using Miles and Huberman's technique ranging from data reduction to conclusion. The results show that the strategies used by the teacher in teaching writing descriptive text vary, such as brainstorming, mind mapping, discussion, working in groups, and analyzing the picture. Additionally, three most common problems were faced by the students, such as lack of vocabulary, lose the idea, and grammar.

Secondly, Rahma (2022) conducted a research with the title "An Exploration: Teacher's Challenges and Strategies in the Implementation of Online Learning During Covid19." She stated This research focuses on the English teacher's challenges and strategies in implementing online learning during Covid-19 in SMA Yadika 12 Depok in the academic year 2021/2022. The purpose of this research is: 1). To explore the challenges faced by the English teacher in conducting online learning at SMA Yadika 12 Depok; 2). To find the strategies used by the English teacher in conducting online learning at SMA Yadika 12 Depok. The researcher used a descriptive qualitative method. It has a purpose to obtain the complete data and comprehensive description. The techniques of data collection are interviews, observation, and documentation. To analyze the data, the researcher follows the steps described by Miles & Huberman. Those steps

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are: data reduction, data display, and drawing conclusion. Through this research, the researcher found that the English teacher in SMA Yadika 12 Depok faced many challenges. The challenges are problems with internet connection, the utility of technology, teacher's problem with course material, students' final grades were not reliable, teacher's problem in controlling students during online learning. Thus, to overcome the challenges, the English teacher in SMA Yadika 12 Depok used diverse strategies such as giving feedback to students, providing suitable online platforms, enhancing students participation by using games, joining online webinars and training, providing English learning video, and adjusting assessment instruments. Overall, the strategies could effectively handle the challenges. However, a few challenges were hard to be dealt with, namely students' presence and their understanding during English online learning.

Thirdly, Yohana Mirna (2023) conducted a research with the title "Exploring the Teacher's Strategies in Teaching English in High-Performing Senior High School: A Case Study at One of Islamic Private Senior High Schools In Pekanbaru." The research aims at exploring what the teachers' strategies in teaching English in high-performing senior high school at one of Islamic Senior High School in Pekanbaru. It also aims to discover how the teachers applied the teaching strategies. Then, the reason why the English teachers chose and used the teaching strategies. And describe how the student's response after their English teachers used the

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teaching strategies. The English teachers of the school applied variants teaching strategies. They are, cooperative learning, discussion, games, pre-reading prediction, and lecture method. But, the teaching process of the teacher's strategies with the students in the classroom have not been explored yet. In order to explore what are the teacher' strategies in teaching English, this research used qualitative research approach with a case study research design. To select the participants, the purposive sampling technique was used. The participants of the research were two English teachers, and four students who joined the English class with the teachers.

The data was collected from the observation, questionnaires, interview and documentation. As a result, the applied of the teaching strategies that the teachers used were suitable with the principle of teaching English and some related literatures. The students also showed and gave the good response when the teachers applied the strategies. They were excited and interested to following the teaching process with their English teachers. There were some reason why the English teachers chose and used the teaching strategies, they are teaching purposes which line of the school's vision and mission. It was create the Islamic characteristic of learners, high-performing, environment cultural. In conclusion, the teaching strategies that the English teachers used for the students showed the suitability of the process and the principles. in line with explanation

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above, the similarities with this research it both explained about the 2013 curriculum. The different between this research and the previous study above is there are nothing research about English teacher teaching strategy. Therefore, this research aims to fill the gap by finding the teacher teaching strategy in 2013 curriculum more details.

C. Conceptual Framework

Conceptual Framework is a main element to avoid misunderstanding and misinterpretation in scientific research because a concept is a diagram to operate the abstract from in this research plans to measure. Ayua, (2017) defined strategy as a plan, method, or series of activities designed to achieve certain educational goals. Therefore, the concept of this research was presented with the chart below.

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Chart II.1
The Conceptual Framework

Teaching Strategy in K13 Curriculum



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Cooperative Learning Strategy
 a. Explanation of Learning Material
 b. Learning in groups
 c. Assessment
 d. The Team Recognition
(Wina Sanjaya ,2008)

A Modeling Strategy
 a. Explanation of Learning Material
 b. Learning in groups
 c. Assessment
 d. The Team Recognition
(Hisyam Zainy ,2010)

Discussion Group Strategy
 a. Explanation of Learning Material
 b. Learning in groups
 c. Assessment
 d. The Team Recognition
(Moedjiono, 2019)

Demonstration Strategy
 a. Action, in particular, is probably better explained by mime
 b. The teacher mimes a simple story. The students then take turns to describe the story as it is mimed
(Harmer, 1991 and Petty, 2004)

A Cognitive Strategy
 a. rehearsal strategy
 b. elaboration strategy
 c. organizational strategy
(Pintrich and De Groot, 1990)

Communication Strategy
 a. Avoidance
 b. Paraphrase
 c. Transfer
(Tarone, 1980)

Drilling Strategy
 a. Repetition Drill
 b. Substitution Drill
 c. Transformation Drill
 d. Replacement Drill
 e. Response Drill
 f. Cued – response Drill
 g. Rejoinder Drill
 h. Relay Drill
 i. Completion Drill
 j. Expansion Drill
 k. Contraction Drill
 l. Integration Drill
 m. Translation Drill.
(Huebener, 1969)

QAR
 a. In the book
 b. In my head
(Taffy Raphael & Au, K.H., 2005)

Role-playing
 a. Explain to students about the technical implementation of the role-play
 b. Dividing students into groups
 c. Tell a story or situation to students
 d. Provide vocabulary that reflects the story or situation
 e. Give students time to prepare the dialogue from the role-play that will be present
 f. Give time to students in each group to present
 g. Allow each student an opportunity to provide feedback among the group
(Jakob, 2018)

(Mulyati et al, 2021)

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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research is a qualitative descriptive research through design. This investigation is a descriptive investigation that has only one variable. Tavakoli (2012) says that descriptive research is an investigation that provides an overview of a phenomenon as it occurs naturally, rather than examining the effects of the phenomenon or the intervention. Descriptive research seeks to look at individuals, groups, institutions, methods and materials in order to describe, compare, contrast, classify, analyze and interpret the entities and events that make up their various fields of study.

In addition, Priyono (2016) said that descriptive research was carried out, to provide a detailed description of the symptoms or phenomena. This is aimed by descriptive questions from Creswell (2012) to identify participants' answers to a variable or question. Creswell (2012) also notes that survey research design is a technique in quantitative research because the researcher collects data using a questionnaire that the sample researcher asks to describe the attitudes, opinions, behaviors, or characteristics of the population. In the conclusion, this research want to find out the strategies that are used by the teacher in implementing Curriculum 2013 in SMAN 12 Pekanbaru which is designed as descriptive research in qualitative study.

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B. Time and Location of the Research

This research was conducted from March until May 2023. it was in SMAN 12 Pekanbaru at Garuda Sakti, Km. 03, Simpang Baru, Kecamatan Tampan.

C. Subject and Object of the Research

The subject of this research was the English teachers' in SMAN 12 Pekanbaru. The object of this research was the English teachers' teaching strategies in SMAN 12 Pekanbaru.

D. Participants

The respondents of the research were the English teachers in SMAN 12 Pekanbaru. So the respondents were chosen with using purposive sampling. According to Arikunto (2014), purposive sampling is the process of selecting a sample by taking a subject based on a specific purpose. The respondents were 3 teachers in the school that teach grade elevent students in SMAN 12 Pekanbaru. The reason for choosing the respondents was because the teachers are teaching in the school for long time.

E. Technique of Collecting the Data

Interview

The technique of collecting the data is interview. According to Arikunto (2014), interview is a process of conducting direct questions and answers to obtain data or information. The appropriate interview for the purpose of this research is semi structured interview. In which this interview



is free rhythm and aimed to ask something more deeply in expressing the meaning of particular event or situation.

In this research interview is done to strengthen the answer of second formulation. From the interview the researcher found whether the error in each aspect is interference or not. The interview was carried out to every student for each error they made. Since it is a free rhythm interview and the researcher has already known what to be asked to the students, the blueprint is not really needed anymore. In the interview, the researcher will use open ended questions and asked the participants in individual interviews. As explained by Creswell (2012), individual interview called as one in one interviews whereas the researcher can ask the participants to share the ideas comfortably. The researcher asked the third select participants of this research. They are English teachers at State Senior High School. The interview also base on the interview protocol. Then, the interviewees' answers was recorded. The total lengths of interviews about 15 minutes for each of participants. So the questions of the interview below!

- a. In the class, do you give instruction to the students before starting the lesson?
- b. Based on the strategies below, what are strategies use by the teacher in the learning process?
- c. True or not, the teacher monitors students in the learning process?
- d. What are strategies use by the teacher to improve students' attention?

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- e. What motivation did you given to students have not perform well in English lessons?
- f. How did you make students more active in learning process?
- g. True or not, the teacher gives awards or prizes to students perform in English lessons?
- h. What are strategy used by teachers to increase students' motivation?
- i. How did you build communication between the teacher and students in the classroom while the teaching and learning process is in progress?
- j. How to teachers overcome students distrust in front of the class?

2. Observation

According to Creswell (2012) observation is the process of gathering open-ended first hand information by observing people and places at a research field. It means that observation is a tool to gather the data directly by the reseracher. the purpose is to get the clear data as the evidence of the data from the other instruments.

In this research, the researcher used the observation to make sure the data that reseracher get from the interview. To explore the strategies that are used by the teachers and to what extent the teachers use it

Documentation

Another instrument that the researcher used to get data was documentation. Arikunto (2014) states documentations are the data from the transcripts, books, documents, notes, and pictures. The documents were considered important since the data gained were real written explanation.

In this reserach, the reseracher used the documentation to get the data about the school such as the amount of students, the curriculum, etc.

F. Technique of Analyzing the Data

The data collected from the interviews with teachers were analyzed by the researcher. In analyzing the interview data the researcher use procedures adopted from Creswell (2012), specifically:

1. Preparing and Organizing the Data

Organize and prepare the acquired data, sorted based on information from the source. This process includes typing notes, interview transcription, and scanning materials (Creswell, 2012).

2. Exploring and Coding Data

The researcher begins to analyze the collected data to determine the tone, general concepts, and credibility, the most important component in determining what is not required for the research study. Furthermore, this stage allows the researcher to reflect on the overall significance of the findings.

3. Representing and Reporting Qualitative Finding

The represented step discusses how to deal with the findings of the analysis (Creswell, 2012).

4. Interpreting the Findings

The interpretation of qualitative research conclusions and findings. The researcher will provide the study findings as well as information gained from reviews, personal experiences, history, and literature (Creswell, 2012)

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the finding of this research, the researcher can make the conclusion. As the researcher found that From 9 strategies that is recommended by 2013 curriculum there are 5 more strategies that was not used by the teacher namely cooperative learning strategy, a modeling strategy, demonstration strategy, QAR, and role-playing strategy. The teachers just used 4 strategies as follow: Cognitive strategies, Practice and exercise (drilling strategy), Discussion group strategies, and Communication strategies.

The teachers did not used the strategy completely or just some parts of the strategy except for group discussion strategy. In implemanting the cognitive strategy, the teachers just use 2 out of 3sub strategies strategy to implementing the cognitive strategy. They are the rehearsal and elaboration strategy. In implementing Practice and exercise (drilling strategy), the teacher just use used 6 out of 13 types of drilling strategy namely repetition drill, replacement drill, substitution drill, response drill, completion drill, and translation drill. Next, the teacher completely use all the steps of group discussion strategy which are ‘Presenting the problem’, ‘Making the discussion group’, ‘Starting the discussion’, and ‘Reporting the result’. Last, in implementing communication strategies, teacher 3 used the avoidance and paraphrase strategy. So, it can be conclude that discussion group strategies is the most mastered by the teacher

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B. Suggestion

Based on the conclusion above, the researcher would like to propose several suggestions as follow:

1. For the teacher, the researcher hopes that the result of this research can make the teacher realise that teaching strategy is important. The reseracher aslo suggest to english teacher to use variation when using strategy in teaching and learning process. English teachers should be understood about the strategy that will be given to young learners. Hence, young learner is easy to understand the strategy given by English teacher. The English teachers can use simple strategies that are easy for students to achieve.
2. For the students, the researchcer hopes that the students aware that the teaching strategy is one of the important factor in learning. The students should be brave to discuss about teaching strategy with the teacher to improve their learning outcome.
3. For the next researcher, the reseracher hopes that the result of this research could be the refferences for the reserachers who want to study about teaching strategy especcially teaching strategy in 2013 curriculum.



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APPENDIX I

INTERVIEW QUESTIONS FOR TEACHER

1. What do you do before the lesson?
(apa yang kamu lakukan sebelum mengajar?)
2. what are the strategies used by you in teaching English?
(Strategi apa yang anda gunakan dalam mengajar bahasa inggris?)
3. Why do you use the strategies for teaching English ?
(Mengapa anda menggunakan strategi tersebut dalam proses pembelajaran bahasa Inggris?)
4. What are the activities that you do before starting the lesson?
(Aktivitas apa yang anda lakukan diawal pada proses pembelajaran sebelum masuk ke materi?)
5. How the way you apply the strategies?
(Bagaimana cara kamu menggunakan strategi tersebut?)
6. What are the difficulties that you face when you teach the lesson?
(Apa yang menjadi kesulitan-kesulitan yang kamu dapati saat menggunakan strategi ini?)
7. What are the strengthen of the strategies that used for teaching English?
(apa kelebihan dari strategi yang dipakai tersebut?)
8. What strategies are the best strategiess for teaching english base on your perception?
(Strategi apa yang paling bagus yang bisa digunakan dalam mengajarkan bahasa Inggris menurut persepsi kamu?)

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APPENDIX II

SCRIPT WAWANCARA TEACHER 1

iis: assalaamulaikum waraahmatullah hiwabaarakatuh nama saya iis Suryani ingin meminta ibu menjadi narasumber saya dalam penelitian skripsi saya..oke langsung saja ya bu ke pertanyaan pertama...

PU: iya

iis: pertama apa yang ibu lakukan sebelum mengajar?

PU: sebelum mengajar tentu saya menyiapkan seperti RPP, silabus gitu

iis: menyiapkan kelas mengabsen iya bu?

PU: iya tentuuu... menyiapkan kehadiran, membaca doa sebelum belajar.

iis: yang kedua strategi apa yang ibu gunakan sebelum mengajar Bahasa Inggris?

PU: dalam belajar Bahasa Inggris tentunya saya menggunakan dua strategi itu practice dan exercise yang kedua saya menggunakan question and answer strategy ituuu...

iis: yang ketiga mengapa bapak menggunakan strategi itu dalam pengajaran Bahasa Inggris?

PU: karena menggunakan strategi practice and exercise itu kita bisa mengetahui sejauh mana pemahaman siswa setelah kita ajarkan tentang topik yang kita ajarkan seperti topik narrative text nanti setelah akhir pembelajaran kita beri beberapa soal tentang narrative text, jadi kalau dia bisa menjawab berarti dia sudah paham tentang apa yang kita ajarkan.

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iiis : ooh gitu ya bu, berarti kita ingin mengetahui sejauh mana pemahaman siswa tentang materi yang ibu berikan...

PU : iyaa bener sekaliii..

Iis : dan selanjutnya aktivitas apa yang ibu lakukan diawal sebelum masuk ke strategy pembelajaran? kadang- kadang memberikan ice breaking atau terkadang memberikan kuis dan lain sebagainya ?

PU : sebelum nya seperti biasa kita siapkan kelas, membaca doa nah sebelum kita masuk ketopik yang baru saya mengulang topik yang minggu lalu contohnya mengulang Kembali untuk menyambungkan dengan pelajaran saat ini gitu, mengulang sedikittt....

iiis : iya iya buuu ooh begitu ya bu...

iiis : yang kelima, bagaimana cara ibu menggunakan strategi tersebut? cara pengaplikasian materi itu dalam belajar?

PU : nah jadi kan practice dan exercise nah kita belajar mengajar seperti biasa di jelaskan materi nya dan pasti didalam itu ada tanya jawabnya oleh siswa dengan guru kemudian setelah semua di jeaskan tentang topik itu kemudian guru mengasih beberapa soal itu seperti lima soal atau sepuluh soal untuk mengetahui sejauh mana pemahaman siswa tentang pelajaran itu.

iiis : iay iayyaaa bu... apa yang menjadi kesulitan-kesulitan yang ibu dapati selama ibu menggunakan strategi itu ibu ?

PU : kesulitan nya kita perlu membuat soal yang bervariasi , kemudian waktu juga kan kita membuat soal kemudian di kerjakan kemudian di cek bener salah nya itu agak menggunakan waktu yang cukup banyak dan agak lama..

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iis : nah kelebihan dari startegi yang ibu pakai itu apa bu? apakaah ada kekurangan nya kelebihan nya tapi ini kelebihan nya ajaa bu?

PU: kelebihan nya menurut saya yaitu kita tau batas kemampuan siswa. kita tahu juga keleemahan siswa di bagian mananya setelah kita pelajari ternyata siswa eh lemah dibagian speaking atau di bagian vocabulary. jadi kita bisa tekan kan dibagian siswa yang tidak kusai begituu...

iis: iya iya bu.... nah yang terakhir strategi yang paling bagus dari semua strategi yang saya jabarkan tersebut mana menurut ibu dalam Bahasa inggris?

PU: yang bagus selain itu strategi nya menurut saya discussion sih karena secara tidak langsung siswa itu berpikir lebih tentang pengetahuan yang dia miliki dan topik pengetahuan sebuah topik nah secara tidak langsung siswa itu berpikir dan mencari informasi tambahan tentang topik yang kita bicarakan.....

iis : makasih ya bu atas waktunyaaa

PU; iya sama sama semoga sukses yaaa

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SCRIPT INTERVIEW WITH TEACHER 2

Iis: assalamualikum warahmatullah hiwabarakatuh..

BA: waalaikumussalam warahmatullah hiwabaraktuh

iis: buk ya buk.. perkenalkan nama saya iis Suryani yulandari dari sini saya ingin meminta ibuk untuk menjadi narasumber dalam penelitian saya, perkenalkan nama ibuk, dengan ibuk siapa ya kalau boleh tau?..

BA: eh,,saya dengan ibu hestii saya mengajar di SMA

iis: oke. okehh buk langsung saja dengan pertanyaan pertama ya buk? ehhh.. apa yang ibu lakukan sebelum emngajar siswa di sekolah ?

BA: ehhh... seperti biasa saya sebelum datang kesekolah besok paginya saya akan mempersiapkan materi ajar atau bahan ajar yang akan saya jelaskan, yang akan saya sampaikan pada besok nya..

iis: yang kedua strategi apa yang ibu gunakan dalam mengajar Bahasa Inggris ?

BA: ehhhh...yang sering saya gunakan kalau dalam pembelajaran Bahasa Inggris itu adalah strategi practice dan juga exercise seperti latihan , memberi latihan..

iis: mengapa ibu menggunakan strategi tersebut dalam pembelajaran Bahasa Inggris?

BA: karena menurut saya dengan saya suruh mereka mempraktekkan tentang pembelajaran hari itu materi tentang misalnya procedure text mereka akan ningat seperti apa bentuk dari procedure text atau sperti deskriptif text juga misalnya tentang bercerita tentang sesuatu, tentang deskripsi mereka akan lebih paham bentuk dari text yang saya jelaskan pada hari itu..

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ii: okee...aktivitas apaa yang ibu lakukan diawal pada proses pembelajaran sebelum masuk ke materi? misalnya kadang-kadang awal pembelejaraan ni untuk membangkitkan semangat siswa mungkin ibu seringkali memberikan ice breaking atau yel- yel ataupun yang lain nya ya yang benttuknya memberikan semangat kepada siswa itu ibu lakukan apa tidak? atau ibu ad acara -cara tersendiri ?

BA: nah iya betul setiap permulaan atau di awal pembelajaran saya sering melakukan ice breaking karna dengan ice breaking ehhs siswa-siswa tersebut akan lebih semangat memulai pembelajaran hari itu.

ii: bagaimana cara ibu mengaplikasikan strategi practice and exercise tadi buk di dalam pembelajaran ?

BA: aaaa....misalnya di pertemuan pertama misalnya saya memberikan materi menjelaskan materi aaa... tersebut pada minggu setelahnya saya menyuruh mereka untuk mempraktek kan tentang materi yang saya ajarkan sebelumnya...seperti tadi pembelajaran procedure text itu saya menyuruh siswa-siswa saya untuk tampil satu persatu untuk menjelaskan procedure text tadi mereka ingin menjelaskan cara membuat makanan, minuman atau yang lain nya.

ii: berarti lebih terarah iya buk ya, jadi berfokus dan membuat siswa itu paham

BA: iyaa...

ii: selanjut nya ibu memakai strategi practice and exercise tadi apa kelebihan nya buk strategi tersebut untuk siswa?

BA: emmm... mungkin yang tadi eh...mereeka akan lebih paham dan lebih...ingatan lebih kuat tentang misalnya tentang materi procedure text berarti membuat sesuatu,cara-cara membuat sesuatu, atau Langkah-langkah membuat

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sesuatu. kalau deskriptif text itu kan lebih ke menjelaskan dan mendeskripsikan sesuatu, mereka akan memorizing dan lebih kuat ingatan nya..

iiis: nah apa kesulitan -kesulitan yang ibuk dapati ketika menggunakan strategi tersebut?

BA: eee.. mungkin yang sering saya dapati kesulitan nya adalah di ini buk practek tadi menghapal yak an mereka sulit untuk menghapal kosakata Bahasa Inggris jadi mereka kalau tampil itu kadang ada juga yang membaca kadang ada juga menghapa semua nya

iiis: mungkin ada juga yang membacaa atau kurang pd ya buk?

BA: iyaaa....betul

iiis: naah pertanyaaan terakhir strategi yang paling bagus menurut ibu ssuai yang saya paparan sebelumnya mana yang paling baik menurut persepsi ibu?

BA: kalau menurut saya buk, kalau untuk tingkat SMA ya buk mereka kan udah besar dan udah mandiri strategi setelah yang tadi mungkin discussion grup buk

iiis: iyaaa...

BA: karena mereka misalnya dibagi berkelompok di dalam kelompok itu mereka sling bekerja sama, mereka saling berkomunikasi aantar satu dengan yang satu ini mereka ber interaksi dan mereka akan lebih paham dan mereka juga bisa bertukar pikiran dengan teman- teman nya yang lain kalau untuk tingkat SMA ya buk.

iiis: makasih ya buk atas waktunya

BA: iya sama sama ibuk

iiis: assalamualaikum warahmatullah hiwabaraaktuh

BA: sswaaalaikumussalam warahmatulah hiwabaraktuh

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SCRIPT WAWANCARA TEACHER 3

Iis: assalamualaikum warahmatullah hiwabaaraaktuh nama saya Iis Suryani Yandari dai jurusan Pendidikan Bahasa Inggris UIN SUSKA RIAU, nah disini saya meminta ibu untuk menjadi narasumber dalam peneelitan saya kalau boleh tau ini dengan ibu siapa ?

BI: okeh waalukumussalamualaikum warahmatullah hiwabarakatuh perkenalkan nama saya Nurhayuni biasanya dipanggil ibu ainun.

Iis: nah buk kita langsung ke pertanyaan nya ya buk, pertanyaan pertama sebelum ibu masuk kelas apa yang ibu lakukan sebelum mengajar?

BI: sebelum masuk kelas biasanya menyapa siswa dengan bertanya kayak word affirmation hello,good morning student, how are you today..seperti ituu

iis; nah buk yang kedua strategi apa yang ibuk gunakan dalam mengajar Bahasa Inggris?

BI: untuk strategi ada beberapa strategi yang digunakan yang pertama itu ada beberpa yang pertama ada cognitive strategi kemudian practice and exercise kemudian discussion group strategi di combain dengan strategi yang lain kemudian ada communication strategi, nah segitu sajaa ada 4 strategi yang umum bisa digunakan.

iis; iya buk, mengapa ibu memilih 4 strategi tadi didalam proses pembelajaran Bahasa Inggris?

BI:aaa karna kan sekarang era nya anak-anak millennial nih maka ajarilah anak sesuai dengan zaman nya supaya anak-anak tidak cepat bosan, tidak monoton jadi saya berinisiatif untuk aaa mengajar dengan cara yang tidak membosankan jadi

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tidak diskusi terus atau communication terus atau cognitive terus jadi dikombinasikan di selang seling terus agar ataupun di mix satu dengan yg lain nya iis: aktivitas apa yang ibu lakukan di awal sebelum memasuki pembelajaran ?

BI: adaa nah ini pun biasanya dilakukan secara random secara combain nah mungkin ini ada ice breaking sebelum materi atau kemudian mengevaluasi materi kalau aadaa vocab atau ada materi sebelum nya, dari minggu sebelumnya jadi sebelum masuk ke materi jadi kita mengulang lagi supaya kita tidak lupa.

iis: bagaimana cara ibu menggunakan strategi tersebut? seperti practice and exercis bagaimana cara ibu menggunakan nya buk dalam proses pembelajaran ?

BI: nah oke kalau untuk practice and exercise untuk anak yang kelasnya tinggi biasanya baanyak practice adaa dialog atau conversation atau percakapan kita menggunakan mimic atau gesture tubuh jadi kalau ada kosakata duduk atau kalimat lainnya itu harus sesuai dengan apa yang di ucapkan. kalau exercise itu biasanya di setiap pertemuan itu ada latihan tergantung materi yang di pelajari ha: itu

iis: nah oke buk.. selanjutnya apa bila ibu menggunakan strategi itu apakah ada kesulitan-kesulitan yang mungkin ibu dapatkan selama proses pembelajaran?

BI: of course.. setiap strategi pasti ada kesulitan nya misalnya dari banyak faktor siswa itu sendiri, atau mungkin dari mood siswa yang tidak baik misalnya ni ada siswa yang eee merasa Bahasa Inggris nya sulit jadi malas untuk mengikuti, kemudian ada siswa yang tidaak mengerti apa guru sampaikan karena kan iq siswa berbeda-beda apalagi daalam bahasa asing.

iis: hambatan -hambataan yang lain mungkin adaa buk?

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BI: ada mungkin teman nya yang rebut atau terus karena itu terganggu lah temen-temannya yang lain yang ingin focus belajar, kalau hambatan yang lain tidak membawa buku paket terbatas di perpustakaan nah itu yang bisa menjadi alasan bagi siswa belajaar nya tidak terlalu focus dan kurang memperhatikan karna tidak punya buku seperti itu ..

iiis: selanjutnya apa kelebihan dari strategi yang ibu pakai tersebut?

BI: kelebihan nya ada pada masing-masing nya misalnya discussion group ini lebih membuka mindset diri dari masing-masing siswa untuk saling bertukar pikiran, pendapat saling menyatukan menintegrasikan aaa opini-opini yang mereka punya. kemudian untuk cognitive ini kita bisa menilai secara individu tiap- tiap siswa begitu. aaah kemudian practice and exercise otomatis lebih banyaak menurut saya karena kan Bahasa Inggris itu harus di praktekan kan , nah lebih banyak kelebihan nya disini seperti mereka lebih bersemangat untuk praktek seperti misalnya mengucapkan kalimat atau tentang sesuatu jadi lebih muda untuk diingat seperti itu

iiis: untuk lebih memorizing materi atau pelajaran pada hari itu ?

BI: iya seperti itu...

iiis: nah pertanyaan selanjutnya apa strategi yang paling bagus menurut persepsi ibu selain dari yang ibuk sebut kan tadi apa adaa strategi tambahan, atau dari ibuk ada strategi yang lain atau pendekatan yang digunakan ?

BI: aaahh sejauh ini yang digunakan ada 4 nih yang paling umum digunakan dan yang paling meempengaruhi itu adalah straategi practice and exercise karena Bahasa inggris itu harus praktekan karna listening, speaking, reading and

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writing itu Bahasa Inggris itu akan lebih mudah untuk dilakukan dan lebih mudah untuk di asah apabila kita sering practice misalnya speaking walau pun kita ribet tapi kita jarang practice untuk Bahasa Inggris tidak ada kemajuan disana seperti itu kalau untuk tambahan mungkin aamm lebih baik kayak apa ya menggunakan strategi kayak pendekatan ini lebih private kepada guru jadi kalau private itu lebih berfokus memang aaa...metode nya belajar antara guru dengan murid yang jumlah siswa nya tidak banyak dan beberapa orang jadi focus lebih terarahkan seperti itu..

iiis: terimakasih atas waktu nya

BI: iya sama-sama

iiis: assalamualaikum wr.wb

BI : waalakumussaam wr. wb

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APPENDIX III OBSERVATION PROTOCOL

No	Focus of Observation	Description
1	Cooperative learning strategy	
	A. Explanation of Learning Material	The explanation is a process of delivering the material points of the subject matter before The students work in groups. Teachers use lecture, discussion, demonstration and the media To provide a general overview of the subject matter to be mastered which in turn will deepen The students' understanding of the learning material in a group (team)
	B. Learning in Groups	After the teacher explains a general overview of the main points of the subject matter, students Learn in each group. Heterogeneous groups is made the students can help each other
	C. Assessment	Assessment is done by a test or quiz. This assessment is done individually and in groups
	D. The Team Recognition	The team recognition is the determination of the team that is considered to be the most prominent Or most accomplished teams to accept the prizes or awards
2	A modeling strategy	
	A. Identifying common situations	After one learning material done, identify several common situation where the students have to use The skill that have explained in the learning material.
	B. Deviding the students	Devide the students into small groups to demonstrate the scenario

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C. Scenario creating	Give the students time about 10-15 minutes to create the scenario
D. Scenario exercise time	Give the students time 5-7 minutes to exercise it. The groups demonstrate the scenario alternately. The teacher have a chance to give feedback for every demonstrations that is done by the groups
Discussion group strategy	
A. Presenting the problem	The teacher presents the problem that will be discussed by the students and give a little bit Suggestion about the problem solving as much as necessary
B. Making the discussion group	The students make a discussion group supervised by the teacher. The students have to choose The discussion leader, manage sit positions, space, media, etc. The student that is chosen to be The leader has to be good in problem understanding, have a good charisma, trusted by his/her friends, Wise, brave, and fair person. The leader duty is to control and become the meditor of the discussion. The leader also has to conclude the discussion
C. Starting the discussion	Each group of the students start the discussion while the teacher walk around to make sure every Member of the groups is active in the discussion.
D. Reporting the result	Each groups have to report the result of their discussion. The students write the report of The discussion result and unite it with the others group report.
Demonstration strategy	

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	A. Describing the word by mime	The teacher make a mime of an action word. The concepts like running or smoking are easy to present It in this way; so are ways of walking, expressions, prepositions (“to”, “toward”, etc) and times (a hand jerked back over the shoulder to represent the past, for example)
	B. The teacher mimes a simple story	The teacher mimes a simple story. The students then take turns to describe the story as it is mimed, For example: “He was eating a meal. He dropped some food. He called the dog. The dog ate The dropped food. He patted the dog.” The whole class repeats the story at the end. The teacher claps Once if the class is to repeat only the last line; twice if he or she wants the whole story repeated from The start, with students taking a sentence each.
5	A cognitive strategy	
	A. Rehearsal strategy	The students repeat a word or sentence to understand it
	B. Elaboration strategy	The students make a paraphrase or resume of a sentence or text
6	C. Organizational strategy	The students making outline of the material
	Drilling strategy	
	A. Repetition Drill	The teacher asked the student to repeat what the word or sentence he or she said
	B. Substitution Drill	The students changes the subject in sentence with pronoun of a different person, number, or gender And also the verb
	C. Transformation Drill	The students learn by looking at the model. The model of the lesson is changed from the singular

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	To the plural, from the plural to the singular, from the positive to the negative, from the statement To the interrogative, and so on
D.Replacement Drill	The teacher ask the students to change the noun to pronoun
E.Response Drill	The students answer what the teacher questioned.
F. Cued – response Drill	The teacher gives a signal to the student before or after the question
G. Rejoinder Drill	The student is given the way to rejoin the statement.
H. Relay Drill	The students are directed to ask question or make statements, first with the teacher and then with a Classmate as dialogue partner
I. Completion Drill	The students completes the sentence with the correct word
J. Expansion Drill	The teacher ask the students to add words and phrases to build up a simple sentence.
K. Contraction Drill	The teacher ask the students to replace a phrase or clause with a single word
L. Integration Drill	The teacher ask the students to Combine two separated statements.
M. Translation Drill	The Students translate their native sentences with the same structure into the foreign language
I. Completion Drill	The students completes the sentence with the correct word
Communication strategies	
A. Avoidance	The students do topic avoidance and message abandonment
B. Paraphrase	The students do approximation word coinage, and



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	circumlocution
	Literal translation, language switch, appeal for assistance, and mime
C. Transfer	
QAR	
A. Explain the QAR concept	The teacher explain the concept of QAR to the students, possibly using a chart to show the four Types and the two broad categories of information sources: in the text and in your head
B. Asking the students to read several short passages	The teacher ask the students to read several short passages. Follow each reading with one question From each of the four QAR categories. Discuss the differences between the different types of Questions and answers
C. Giving the students short passages along with questions, answers and identified QAR	The teacher gives the students short passages along with questions, answers and identified QAR. Discuss why a question and answer pair is one QAR an not another. Then give students passages With questions and answers an have them identify the QAR. Finally, give students passages with Questions and have them decide which QAR strategy to use to find the answers
D. Giving the students a longer passage with up to six questions	The teacher gives the students a longer passage with up to six questions (at least one from each Category). Students can work in groups to decided the QAR category and answer for each question
E. Students to write their own questions	The teacher aske the students to write their own questions for reading passages using the QAR Strategies As an extension
Role-Play	
A. Explanation	The teacher explain to students about the technical implementation of the role-play

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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State Islamic University of Sultan Syarif Kasim Riau

B. Grouping	The teacher deviding students into groups
C. Tell a story or situation to students	The teacher tell a story or situation to students
D. Provide vocabulary that reflects the story or situation	The teacher provide vocabulary that reflects the story or situation
E. Give the students time to prepare the dialogue from the role-play	The teacher gives the students time to prepare the dialogue from the role-play that will be present
F. Give time to students in each group to present their role-play	The teacher gives time to students in each group to present their role-play in front of the class
G. Allow each student an opportunity to provide feedback among the group	The teacher allows each student an opportunity to provide feedback among the group

APPENDIX IV DOCUMENTATION

link picture 1:

<https://drive.google.com/file/d/1PSIJRUjsCHzoq9QbYPUZkubQsPBa/view?usp=drivesdk>



link picture 2:

<https://drive.google.com/file/d/1PMFqz5dvHRY6v620FU1xKrrcdepiPm/view?usp=drivesdk>



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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link picture 3:



link rekaman 1 :

https://drive.google.com/file/d/1PV32AI_AI84gOpsKpsymBmZ_xtNLPBZ/view?usp=drivesdk

link rekaman 2:

https://drive.google.com/file/d/1PX2upFQsv_msmYBmo8BTbrGGEEEOFN/view?usp=drivesdk

link rekaman 3:

https://drive.google.com/file/d/1PeVPh5pacrxbeoPgpUvdUIBB_8GBCWt/view?usp=drivesdk



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APPENDIX IV
RECOMENDATION LETTERS



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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

PENGESAHAN PERBAIKAN
UJIAN PROPOSAL

Nama Mahasiswa : Iis Suryani Yulandari
 Nomor Induk Mahasiswa : 11710424086
 Hari/Tanggal Ujian : Jum`at, 18 November 2022
 Judul Proposal Ujian : The Exploration of English Teachers' Teaching Strategies at the Senior High School in Pekanbaru.
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Faurina Anastasia, S. S, M. Hum	PENGUJI I		
2.	Mainar Fitri, M.Pd	PENGUJI II		

Mengetahui
 an. Dekan
 Wakil Dekan I

 Dr. Zarkasih, M.Ag.
 NIP. 19721017 199703 1 004

Pekanbaru, 01 Februari 2023
 Peserta Ujian Proposal

Iis Suryani Yulandari
 NIM. 11710424086

UIN SUSKA RIAU



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN

JL. CUT NYAK DIEN NO. 3 TELP. 076122552 / 076121553
 PEKANBARU

Pekanbaru, 03 MAR 2023

Kepada
 Yth. Kepala SMAN 12 PEKANBARU

di-
 Tempat

000/D/Disdik/1.3/2023/ 3943

Undang-Undang
 UIN Riset / Penelitian

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/54287 Tanggal 28 Februari 2023 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : IIS SURYANI YULANDARI
 NIM/KT : 11710424086
 Program Studi : PENDIDIKAN BAHASA INGGRIS
 Jenjang : S1
 Alamat : PEKANBARU
 Judul Penelitian : THE EXPLORATION OF ENGLISH TEACHERS' TEACHING STRATEGIES AT THE SENIOR NEGERI 12 PEKANBARU
 Lokasi Penelitian : SMA NEGERI 12 PEKANBARU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan menaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Dengan ini disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
 PROVINSI RIAU
 SEKRETARIS

TAT LINDAWATI, SH, M.Si
 Pembina Tingkat I (IV/b)
 NIP. 19660717 198603 2 002

Tempat dan Waktu:
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

2. Dilarang mengutip, menyalin, atau menjiplak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
 b. Pengutipan tidak merugikan kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan umum masalah.
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan umum masalah.
 c. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 d. Pengutipan tidak diperkenankan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Un.07/F.II.3/PP.00.9/162/2023

Pekanbaru, 04 Januari 2023

Biasa.

Mohon Izin Melakukan PraRiset

Kepada
Yth. Kepala Sekolah
SMA 12 Pekanbaru
di
Tempat

Assalamu'alaikum warhamatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

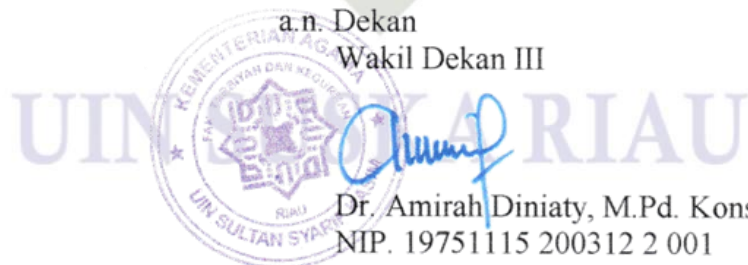
Nama : **Iis Suryani Yulandari**
NIM : 11710424086
Semester/Tahun : XI (Sebelas)/ 2023
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan
Wakil Dekan III



Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001

2. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
 Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/54287
 TENTANG

**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**



1.04.02.01

Sebagai Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : n.14/II/PP.00.9/5204/2023 Tanggal 27 Februari 2023**, dengan ini memberikan rekomendasi kepada:

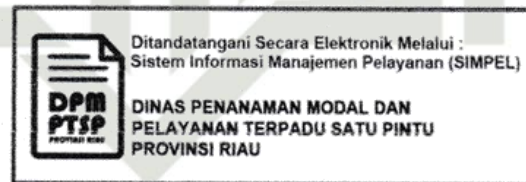
- | | |
|----------------------|---|
| 1. Nama | : IIS SURYANI YULANDARI |
| 2. NIM / KTP | : 117104240860 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : PEKANBARU |
| 6. Judul Penelitian | : THE EXPLORATION OF ENGLISH TEACHERS' TEACHING STRATEGIES AT THE SENIOR HIGH SCHOOL IN PEKANBARU. |
| 7. Lokasi Penelitian | : SMA NEGERI 12 PEKANBARU |

dengan ketentuan sebagai berikut:

- tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
- pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
- kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 28 Februari 2023



UIN SUSKA RIAU

Disampaikan kepada :

Disampaikan kepada Yth :

- Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
- Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
- Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
- Yang bersangkutan

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LEMBAR DISPOSISI
INDEKS BERKAS
KODE : 002

HAI : Pengajuan Sinopsis	
TANGGAL : 3 Februari 2022	
ASAL : Iis Suryani Yulandari/ 11710424086	
TANGGAL PENYELESAIAN:	SIFAT:
- INFORMASI A Description of the Implementation of Teaching Reading Based on the 2013 Curriculum by the English Teacher at the First Year of the Senior High School	DITERUSKAN KEPADA: 1. Kajar PBI 2. 3. 4.
Dosen Pembimbing : Zelty Putriani, M.Pd	
Kajar PBI 3/2/2022	
*) 1. Kepada bawahan "Instruksi" atau "Informasi" 2. Kepada atasan "Informasi" coret "Instruksi"	

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Pekanbaru, 25 April 2022

UIN Suska Riau Nomor: Un/04/F.II.4/PP.00.9/5827/2022

Biasa

Pembimbing Skripsi

Kepada

Yth. Zelly Putriani, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : IIS SURYANI YULANDARI

NIM : 11710424086

Jurusan : Pendidikan Bahasa Inggris

Judul : A Description Of The Implementation Of Teaching Reading Based On The 2013 Curriculum by The English Teacher At The First Year Of The Senior High School.

Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam

an. Dekan

Wakil Dekan I



Dr. Zarkasih, M.Ag.

NIP. 19721017199703 1 004

Tembusan

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Un 04/F.II/PP.00.9/5204/2023

Pekanbaru, 27 Februari 2023 M

Biasa

1 (satu) Proposal

Mohon Izin Melakukan Riset

Kepada

Yth. Gubernur Riau

Cc. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu

Satu Pintu

Provinsi Riau

Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Iis Suryani Yulandari
NIM	: 11710424086
Semester/Tahun	: XII (Dua Belas)/ 2023
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Exploration of English Teachers' Teaching Strategies at The Senior High School in Pekanbaru

Lokasi Penelitian : SMA Negeri 12 Pekanbaru

Waktu Penelitian : 3 Bulan (27 Februari 2023 s.d 27 Mei 2023)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor
Dekan

Dr. H. Kadar, M.Ag.

NIP.19650521 199402 1 001



Tembusan :

Rektor UIN Suska Riau

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3. Dilarang memperjualbelikan atau tidak merugikan kepentingan yang wajar UIN Suska Riau.
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State Islamic University of Sultan Syarif Kasim Riau



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

n.04/F.II.4/PP.00.9/162/2023

Pekanbaru, 04 Januari 2023

Mohon Izin Melakukan PraRiset

Kepada
Yth. Kepala Sekolah
ISMA 12 Pekanbaru

Tempat

Assalamu'alaikum warahmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : iis suryani yulandari
NIM : 11710424086
Semester/Tahun : XI (Sebelas)/ 2023
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Pekanbaru, 10 Januari 2023

Diketahui Waka Kurikulum

Alirwan, M.Pd.

NIP. 19731214 199903 1001

a.n. Dekan
Wakil Dekan III



Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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Hak Cipta Dilindungi Undang-Undang

UIN SUSKA RIAU

UIN SUSKA RIAU

UIN SUSKA RIAU



**PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 12 PEKANBARU
SEKOLAH RUJUKAN NASIONAL**

Alamat : Jl.Garuda Sakti Km. 3 Kel. Bina Widya, Kec.Bina Widya Kode Pos : 28293
Email : smanduabelas.pekanbaru@gmail.com Telp : (0761) 7875113
NSS : 301096008042 NIS : 300420 NPSN : 10404011

Akreditasi : A

SURAT KETERANGAN RISET

Nomor : 070 / SMAN.12 / VI / 2023 / 1066

Berdasarkan Surat Dinas Pendidikan Provinsi Riau Nomor : 800/Disdik/1.3/2023/3943 tanggal 03 Maret 2023 Tentang Izin Riset / Penelitian. Yang bertanda tangan di bawah ini, Kepala SMA Negeri 12 Pekanbaru, dengan ini menerangkan :

Nama : **IIS SURYANI YULANDARI**
NIM : 11710424086
Program Studi : S1 / Pendidikan Bahasa Inggris
Mahasiswa : UIN SUSKA RIAU

Benar telah melaksanakan riset / penelitian di SMA Negeri 12 Pekanbaru, yang dilaksanakan pada tanggal 23 April s.d 06 Juni 2023, data atau hasil dari penelitian tersebut akan dipergunakan untuk bahan pembuatan skripsi yang berjudul :

“AN EXPLORATION OF ENGLISH TEACHERS’ TEACHING STRATEGIES AT THE SENIOR HIGH SCHOOL IN PEKANBARU.”

Demikianlah surat keterangan ini kami berikan untuk dapat dipergunakan seperlunya.

Pekanbaru, 07 Juni 2023

Kepala Sekolah,



HJ. ERMITA, S.Pd. MM

NIP. 19720821 199802 2 001



CURRICULUM VITAE

Iis Suryani Yulandari is the first daughter of Mr. Sudirman and Mrs. Yusdaizar. She was born in Merbau, June 03rd, 2000. In 2011, she was graduated from SDN 004 Merbau. She also finished her study at SMPN 01 Pangkalan Bunut in 2014 and SMAN 01 Pangkalan Bunut in 2017.

She was accepted as a student at the English Education Department, Faculty of Education and Teacher Training, UIN Suska Riau in 2017. She began participating in the KKN (Kuliah Kerja Nyata) program at Bagan laguh Village in July 2020. Then, from October to December 2020, she took part in the Pre-Service Teacher Practice (PPL) program at MTs Al- Muttaqin Pekanbaru. Finally, she passed her thesis defense, which was named " An Exploration of English Teachers' Strategies at Senior High School 12 Pekanbaru".

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