

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF THE TEACHER'S STRATEGY
ON TEACHING ENGLISH OF THE TENTH GRADERS
AT MA MIFTAHUL HUDA LEHAN EAST LAMPUNG**

By:

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

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2023 M**

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ON TEACHING ENGLISH OF THE TENTH GRADERS
AT MA MIFTAHUL HUDA LEHAN EAST LAMPUNG**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Study Program

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RATIFICATION PAGE

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An Undergraduate thesis entitled: AN ANALYSIS OF THE TEACHER'S STRATEGY ON TEACHING ENGLISH OF THE TENH GRADERS AT MA MIFTAHUL HUDA LEHAN EAST LAMPUNG

Written by Vivi Arsita Nurzuliane, Student Number 1801071061, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, June 22nd, 2023 at 10:00– 12:00 p.m

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**AN ANALYSIS OF THE TEACHER STRATEGIES
ON TEACHING ENGLISH OF THE TENTH GRADERS
AT MA MIFTAHUL HUDA LEHAN EAST LAMPUNG**

ABSTRACT

**BY:
VIVI ARSITA NURZULIANE**

The main objective of this research is to find out the strategies for teaching English, the causes of implementing the strategies in teaching English, and how the strategies are implemented in teaching English by English teacher of the tenth graders at MA Miftahul Huda Lehan East Lampung.

In this study researcher used qualitative research. There are two types of data resources, namely primary sources and secondary sources. Data collection techniques are observation, interviews and field notes. Data analysis techniques include data collection, data reduction, data presentation, conclusions and data findings.

The results of this study indicate that the English teacher in tenth grade at MA Miftahul Huda Lehan, East Lampung uses Demonstration strategy. Because this strategy is to demonstrates something. Then, the teacher applies the Demonstration strategy is like making short story, conversations, describing pictures or objects around. Then, the result of implementing the demonstrations strategy used by the English teacher at MA Miftahul Huda Lehan East Lampung are that 50% of students easily understand strategies in learning English, and 50% students find it difficult to pronounce the vocabulary that is arranged. In this research, the researcher recommends several strategies that can be used in teaching English such as visual image strategy, oral report strategy, and dramatization strategy.

Keywords: *Teaching Strategies, Qualitative Research, Demonstration Strategy*

**AN ANALYSIS OF THE TEACHER'S STRATEGY
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AT MA MIFTAHUL HUDA LEHAN EAST LAMPUNG**

ABSTRAK

**BY:
VIVI ARSITA NURZULIANE**

Tujuan utama dari penelitian ini adalah untuk mengetahui strategi pengajaran bahasa Inggris, penyebab penerapan strategi dalam pengajaran bahasa Inggris, dan bagaimana penerapan strategi dalam pengajaran bahasa Inggris oleh guru bahasa Inggris siswa kelas sepuluh di MA Miftahul Huda Lehan Lampung Timur.

Dalam penelitian ini, peneliti menggunakan penelitian kualitatif. Sumber data ada dua jenis, yaitu sumber utama dan sumber kedua. Teknik pengumpulan data adalah observasi, wawancara dan catatan lapangan. Teknik analisis data meliputi pengumpulan data, reduksi data, penyajian data, kesimpulan dan temuan data.

Hasil penelitian ini menunjukkan bahwa guru bahasa Inggris di kelas sepuluh di MA Miftahul Huda Lehan Lampung Timur menggunakan strategi demonstrasi. Karena strategi ini adalah memperagakan sesuatu. Kemudian, guru menerapkan strategi demonstrasi adalah seperti membuat cerita pendek, percakapan, mendeskripsikan gambar atau objek di sekitar. Kemudian, hasil dari penerapan strategi demonstrasi yang digunakan guru bahasa Inggris di MA Miftahul Huda Lehan Lampung Timur bahwa 50% siswa dengan mudah memahami strategi dalam pembelajaran bahasa Inggris, dan 50% siswa susah untuk melafalkan kosakata yang sudah dirangkai. Dalam penelitian ini, peneliti merekomendasikan beberapa strategi yang dapat digunakan dalam pengajaran bahasa Inggris seperti strategi gambar visual, strategi laporan lisan, dan strategi dramatisasi.

Kata Kunci: *Strategi Guru, Penelitian Kualitatif, Strategi Demonstrasi*

STATEMENT OF RESEARCH ORIGINALITY

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Metro, 12 June 2023
The Researcher



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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾

"Because verily after hardship there is ease"

(QS. Al-insyiroh : 5)

DEDICATION PAGE

I dedicate this thesis to:

My beloved family, my parents, Mr. Nyamiran, Mrs. Siti Rohani,
and my beloved sister, Fiqi Fatmawati Alya who always support me with endless
love.

Lecturers of the Department of English at the State Institute for Islamic of Metro
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My beloved friends and my special person who always support me.

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In this time, the researcher would to express her deepest gratitude especially to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag.,PIA, as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd, as the Chief of English Education Department of IAIN Metro Lampung.
4. Dr. Aria Septi Anggaira, M.Pd, as the advisor valuable knowledge and support in finishing this an undergraduate thesis.
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6. All of my friends in IAIN Metro, thanks for everything in helping to finish this undergraduate thesis.

The researcher apologizes for all the mistakes that she has made in writing and finishing this a undergraduate thesis. All criticism and suggestions are expected to improve the quality of this research. Hopefully this undergraduate thesis can be useful for researcher in particular, for our college and every reader in generic.

Metro, 12 June 2023
The Researcher,



Vivi Arsita Nurzuliane
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CHAPTER I

INTRODUCTION

A. Background of study

English is a tool of communication. Communicating is knowing and expressing facts, thoughts, feelings, and broaden technologies, eras, and ways of life. English talent has a close relationship with the development of a country. Because of its universal nature, of course, English is one of the most widely used languages in the world.

Mastery of English is something that cannot be prevented with the aid of Indonesian humans, particularly inside the millennial technology, in which all critical topics such as career and training can be accessed thru the internet and maximum of them use English. Suitable English aptitude can foster opportunities to continue in college thereby bearing fruit in viable future professions. By way of getting to know English, people can clearly recognize very well the way to operate a generation inclusive of computer systems, smartphones, internet, software and different technology.

Studying English is quite complex in case people do not recognize the basics properly, however in case other people do understand it, studying English get a whole lot less difficult. The basics of English that have to be understood to help study English independently are learning tenses, listening more, reading, speaking, and writing.

Internal factors that can influence English hearing problems and physical conditions. Likewise, if his physical condition is not always healthy,

he cannot focus on mastering English. Some other things are self-limitations, don't want to develop. When there is free time, students think about other things or do not do activities related to English.

External factors include environmental factors, material factors, speaker, speaking style and technique. Students can be more curious about new material compared to current material or which is already known. Then style, appearance, and presentation techniques to be one of the factors that influence the procedure learning English which includes visualization and the technology used.

One of the things that strongly support the English of foreign language learners is the application of the right teaching strategies applied by English teachers. Strategy is a careful plan of activities to achieve specific goals. Associated with teaching and learning, strategies can be interpreted as general patterns of teacher and students activities in the realization of teaching and learning activities to achieve the goals that have been outlined. It means that strategic teaching is a very important and effective way that teachers must apply to achieve learning objectives.

The benefits of learning strategies for teachers are that they can manage the learning process to achieve effective and efficient results, and can control students' abilities on a regular basis. Teachers can also find out the weight of the material that students learn during the teaching and learning process. Therefore, teachers can provide guidance to students when experiencing difficulties.

In connection with all the descriptions above, the researcher has conducted a pre-survey on December 4, 2022 by obtaining an archive of English assignment, which is related to the skill with students that the researcher gets from Mrs. Khodijah as the English teacher. The data from the pre-survey results are presented in the following table.

Table 1.1
The Percentage of the Tenth Grade at MA Miftahul Huda Lehan
East Lampung

No	Grade	Frequency	Percentage	Criteria
1	91-100	-	-	-
2	81-90	4	21 %	High
3	71-80	6	32 %	Fair
4	0-70	9	47 %	Low
	Total	19 Students		

(Source: The archive of students' English assignment given by the English teacher)

Based on these data, it is known that the largest percentage of student's English scores is dominated by low students. 47% of student's scores belong to the low category. This indicates that students have problems in learning English.

In the pre-survey process, the researcher also conducted interview with Mrs. Khodijah to find out the problems faced by students in the process of learning English. From the results of the interview it is known that students get difficulties in learning English due to the limited English vocabulary that students have. In addition, students also get difficulties in detecting the voice of a native speaker from the sound source because they have difficulty capturing the pronunciation of the sound source. In addition, students tend to be lazy to participate in the English learning process. The teacher applies

teaching strategies such as giving speeches, question and answer, and discussion.

Responding to these problems, the researcher intends to examine matters relating to students English skill. In this case the researcher only concentrates on studying the teaching strategies applied by the teacher in the process of learning English. Therefore, the researcher intends to conduct a qualitative research to examine more deeply the teaching strategies in learning English. So the researcher compiled a research proposal entitled *An Analysis of the Teacher's Strategy on Teaching English of The Tenth Graders at MA Miftahul Huda Lehan East Lampung*.

B. Research Questions

The researcher sets several research questions include:

1. What are the teacher strategies in teaching English of the tenth graders at MA Miftahul Huda Lehan East Lampung?
2. Why does the teacher apply teaching strategies in teaching English of the tenth graders at MA Miftahul Huda Lehan East Lampung?
3. How does the teacher apply the teaching strategies in teaching English of the tenth graders at MA Miftahul Huda Lehan East Lampung?

C. Objectives and Benefits of study

1. Objective of Study

The researcher sets several research objectives which include:

- a. To find out strategies for English teaching strategies of the tenth graders at MA Miftahul Huda Lehan East Lampung.

- b. To investigate the causes of the use of English teaching strategies of the tenth graders at MA Miftahul Huda Lehan East Lampung.
- c. To describe how to apply English teaching strategies of the tenth graders at MA Miftahul Huda Lehan East Lampung.

2. Benefits of Study

The research is expected to provide benefits not only for the researcher but also for several parties such as students, teachers and other researcher. The explanation of the benefits of this research is as follows:

a. For Students

This research is expected to provide benefits for students by providing information on the importance of learning English. In addition, indirectly students also get information about comprehension strategies in learning English. Therefore, they can be more interested in the process of learning English.

b. For Teachers

This research is expected to provide benefits for English teachers as alternative information regarding the importance of implementing teaching strategies in the process of learning English. In addition, teachers also get information related to students' real listening, speaking, reading and writing skill. Therefore, teachers can take appropriate alternative solutions to overcome all the obstacles got by students during the English learning process. In addition, teachers

can reinforce appropriate teaching strategies in the process of learning English.

c. For Other Researchers

This research is expected to provide benefits for other researchers as a reference related to research on the application of English teaching strategies. This research not only provides information to other researcher about the theory of English teaching strategies, but also real information from the results of further research related to what English teaching strategies are. The reason is its application and the quality of its application in schools. Therefore, other researchers are expected to follow up on this research so that it can be more useful for language learners.

D. Prior Research

This research was conducted by considering several relevant studies.

1. Relevant research is conducted by Dinda, Asih and Eka with the research title *The Learning Strategies used by EFL Students in Learning English*.¹ The research method used is qualitative method. The research is aimed to focus on the most frequently used strategy by the successful and unsuccessful senior high school students and describe the difference of strategy used by them. Their language learning strategy based on Oxford theory (1990) which is categorized into six kinds of strategies, namely cognitive, metacognitive, memory, compensatory, affective and social.

¹Dinda Hartina Mega Sartika, Asih Santihastuti, and Eka Wahjuningsih, "The Learning Strategies used by EFL Students in Learning English", *Indonesian Journal of English Education* 6 no 1, June 2019, 10.

The result of metacognitive statistics are the learning strategies most often used by students who are successful on high scale, while students who are less successful are medium users of cognitive strategy.

2. Relevant research is conducted by Dirgayanti, Nanning and Jumrah with the research title *An Analysis of English Teaching Strategies through Online Classes during Pandemic Covid-19*.² The research method used is qualitative method. In this study, researcher wants to see what is the teachers strategy in carrying out learning especially in managing online classes at UPT SMA Negeri 4 Parepare. This study focused on teachers strategies used in teaching English through online classes during the COVID-19 Pandemic. This research in intended for answer the following research questions (1) what is it barriers to strategies in teaching English online class during the COVID-19 pandemic at UPT SMA Negeri 4 Parepare are; (2) how is the effectiveness of the teacher teaching strategies in teaching English during COVID-19 pandemic at UPT SMA Negeri 4 Parepare. The result of the study show that (1) monitoring students, students motivation (2) English teacher strategies in teaching English in online classes has not been said to be a effective strategy, because they only provide a understanding of the material, the giving assignments.
3. Relevant research is conducted by Daflizar, Urip and Dairabi, with the research title *Language Learning Strategies and Learner Autonomy: The*

²Dirgayanti Indah Fernandez, Nanning and Jumrah, "An Analysis of English Teaching Strategies Through Online Classes During Pandemic Covid-19", *English Education Journal* 3 no 2, September 2022, 133.

Case of Indonesian Tertiary EFL Students.³ The research method used is qualitative method. The aim of their research is to investigate the language and independence learning strategies of 76 Indonesian EFL students and examine the correlation between the two. The results showed that Indonesian EFL students are moderate users of memory, cognitive, compensation, affective, and social strategies but high users of metacognitive strategies. Much of the preferred activity outside of the classroom is the receptive rather than productive use of language. Significant correlations are found between students' use of language learning strategies and their perceptions of their abilities, and between their use of strategies and independent English learning practices outside the classroom.

Based on the explanation above, the researcher view the renewal of this research in an effort to set research objectives that are different from previous research, namely with the aim of knowing English teaching strategies, the cause for their application, and how they are implemented. This research with relevant research has similarities and differences. The similarity lies in the research method. This is because this research and relevant research uses qualitative methods. And then, the similarities lie in topics. That's because this research and relevant research analyzes English teaching strategies. While the difference lies in the research objectives. The researcher provided recommendation about the teaching strategies that can be applied by the teacher.

³Daflizar, Urip Sulistiyo and Dairabi Kamil, "Language Learning Strategies and Learner Autonomy: The Case of Indonesian Tertiary EFL Students", *LEARN Journal: Language Education and Acquisition Research Network* 15 no 1, January-June 2022, 257.

CHAPTER II

THEORETICAL REVIEW

A. Concept Of Teaching English

Teaching English through English (TETE) is an exciting ten-module professional development course designed to enhance the English used by teachers in English language classrooms. It focuses on interactive and communicative approaches and help you learn how to build a classroom environment that encourages real communication in English. Through engaging videos and practical readings, the teacher explores effective approaches for teaching learning activities in the classroom. The teacher shares ideas with peers in a community of practice, apply course content to your teaching context, and practice using English for a variety of instructional purposes.¹

The common aim of practice teaching is for student teachers to develop their practical skill in classroom teaching, but local contexts shape their unique particularities, practicalities, and possibilities. TESOL practice (supervised fieldwork or student teaching) may vary with regard to a wide array of factors, and the sudden shift to remote practice teaching, supervision of teaching , and TESOL teacher preparation coursework in response to the global pandemic has amplified the need explore these dilemmas.²

¹Liz England, Lia D. Kamhi-Stein, and Georgios Kormpas, *English Language Teacher Education in Changing Times*, (Routledge: SPi Technologies India Pvt Ltd (Straive), 20223) 163.

²*Ibid.*, 190.

Good language teacher can also engage in professional learning via learning circles, critical friends groups, and lesson study groups. Such interactions encourage teachers to reflect on their teaching and their lives generally.³ The learning difficulties got by students in learning English are difficulty understanding English lessons and a lack of student interest in learning English is caused by internal factors and factors internal.

1. Listening Skill

Listening is described as an active skill: although their efforts are invisible, listeners have to work very hard to make sense of the aural input.⁴ Thus listening is a very important skill, and must be mastered in communicating in everyday life. So that with this ability an individual can understand what others convey or say until there is a communicative and reciprocal interaction come back. If someone is proficient in listening, of course he can communicate well in their daily life. Good in convey information or receive information.

Listening is a skill that's fundamental in creating meaningful connection to another person. Listening in this way is comprised of a large array of capabilities, including: recognizing the speakers need for being listened to and letting the interchange be about that person, showing interest and warmly accepting the other persons state of mind, giving responses, both verbal and nonverbal, that express the intention of understanding, leaving responsibility and agency to the "owner" of the

³*Ibid.*, 45.

⁴Ekaterina Nemtchinova, *Teaching Listening* (Maryland: TESOL International Association, 2013), 2.

problem to find solutions, expressing empathy for the message and the underlying feelings, but not overdoing it, remaining nonjudgmental, meeting the other person right where he or she is and acknowledge that persons human moment, putting aside any emotional agenda of one's own, at least for the duration of the listening portion of the conversation, reflecting back and simply saying what we're noticing, going to the meta level and being transparent as needed, initiating the repair of any disconnects that develop interpersonally.⁵

Successful listening can also be seen in terms of the strategies listeners use when listening. Focusing on how to listen raises the problem of listening strategies. Thus listening is a very important skill, and must be mastered in communicating in everyday life. So that with this ability an individual can understand what others convey or say until there is a communicative and reciprocal interaction come back. If someone is proficient in listening, of course he can communicate well in their daily life. Good in convey information or receive information.

2. Speaking Skill

As speaking is essentially a communicative act, study the nature of L2 oral communication is very crucial in understanding the causes of the problems mentioned above. Communication in a target language is a highly complex, demanding and multi-faceted skill that involves different competencies and mechanisms. Moreover, speaking is an activity generally

⁵Robin Ticic, Elise Khusner, and Bruce Ecker, *The Listening Book: How to Create a World of Rich Connections and Surprising Growth by Actually Hearing Each Other*, (Chennai: Deanta Global Publishing Services, 2023) 154-155.

performed in real-time but learned in the classroom where there are insufficient opportunities for practicing command of English skill for real-word communication.⁶

Speaking has important rules in perceiving in communicating skill. And it is the first criterion for assessing the effectiveness of second or foreign language education programs. Students in second or foreign language programs are considered successful if they can communicate effectively in that language by speaking.⁷

Speaking as a language skill, where language has a critical position in human life, particularly as a method of communication. In obtaining language competencies, we usually go through an orderly sequential dating: first in childhood we learn to listen to language, then speak, after that we learn how to study and write. Listening and speaking we learn before coming into school.

3. Reading Skill

Reading is a decisive skill that prepares readers to deal with different variables in the fast-paced and fast-developing societies. Reading is fundamentally important for success since it opens the door for freedom or shuts the door to opportunity minding learning to need is a mean to an end.⁸ Reading is not a skill that can be acquired naturally like speaking and

⁶Alireza Jamshidne jad, *Speaking English as a Second Language: Learners Problems and Coping Strategies*, (Gwerbestrasse: Palgrave Macmillan, 2020) 2.

⁷*Ibid.*, 1.

⁸Mahmoud Sultan Nafa, *A Broad Guide to Reading Comprehension*, (Cambridge Scholars Publishing: British Library, 2022) 2.

listening; therefore, it requires some teaching strategies, in addition to having an effective teacher's explicit education and guidance.⁹

These skill and strategies are used before, during and after reading. Reading and responding to texts is an integral part of language learning. Effective readers use a broad repertoire of meaning-making (comprehension) strategies that they can apply independently to a variety of texts. Effective readers understand and remember what they read.

The utmost objectives of teaching reading in all its forms and at all level is to get to a higher level of fluency which can be defined from different perspectives. Reading fluency can be achieved through having a higher level of word recognition where readers can automatically identify the pronunciation and meaning of a certain word in accordance with the sentence and the alphabetical knowledge theories. This is based on recognizing the words from and interpreting its meaning. The second criterion for gauging reading fluency is the reading rate which measures the number of words read within a certain time.¹⁰

Reading skill is one of the most important language skills in everyday life. We can feel the benefits if there are notes that we need to understand the contents. Reading ability must start early so that the understanding possessed by the reader can be maximized.

⁹*Ibid.*, 33.

¹⁰*Ibid.*, 114.

4. Writing Skill

Writing is one of the tools we use to tell stories. Storytelling and play are both innate and ancient practices, and they are also crafts in which we learn how to develop skill and tools for their English.¹¹

Kim and Belcher compared the effectiveness of traditional essay writing and multimodal projects employing university-level students and found that traditional essays led to more syntactic complexity; however, there is no statistically significant difference between the groups in terms of accuracy. Based on these findings, they claimed that “multimodality use does not lessen attention to language”.¹²

Writing is important, because with writing we can provide useful information for others who need it. Writing is also a means of indirect or face-to-face communication. Writing skills are considered the most difficult skill to learn. This is because writing skill requires other skill, such as listening, speaking, and reading. So that writing skills need an ongoing activity.

B. Concept Of Teaching Strategies

1. Definition of Teaching Strategies

Effective strategy use does not happen by itself. Although the very idea of strategies may seem to be too abstract to students, teachers can help them appreciate the importance of strategies by including activities

¹¹Hannah Nicklin, *Writing for Games* (Deanta Global Publishing Services: CRC Press, 2022) 1-2.

¹²Gonca Yangin, Sedat Akayoglu, and Leonora Anyango, “New Directions in Technology for Writing Instruction”, *English Language Education*, 30 no 1, 2020, 23.

with a focus on their listening process. For example, students could discuss (in small groups or with the class) what they did to prepare for listening, follow the text, identify key points, and so forth. Or the class could share personal gets with some listening tasks and develop a master list of effective strategies for different types of texts, adding to it as their strategic competence grows.

To introduce a strategy, the teacher needs to get students to realize that there is a problem and a way of dealing with it. She could model the strategy by explaining what she does and why it is helpful in this particular case, and provide multiple opportunities to practice in different listening situations. Depending on the task, she also could remind students to be flexible in their choice of strategies and to employ strategic listening outside of the class.¹³

Teaching strategies can also be referred to as generalized teaching methods, which are “teaching program plans and teaching implementation measures adopted to complete teaching goals and adopt to students’ cognitive needs in specific teaching situations.” Teaching strategies should be used in the teaching process to motivate students to produce creative thinking. Since then, studies on teaching strategies had begun to attract attention and developed rapidly with emergence of different teaching strategies such as demonstrations, imitation teaching methods, five-segment teaching methods, mastery learning teaching strategies, and

¹³Eka Terina Nemtchinova, *Teaching Listening* (Maryland: TESOL International Association, 2013), 13.

situation-ceramic teaching strategies, nine-segment teaching strategies, scaffolding teaching strategies, random entry strategies, and collaborative teaching strategy.¹⁴

The concept of strategy is way of achieving goals and as models of repeatable acts chosen and maintained to serve long term objectives. The choice for specific teaching strategies depends on the following factors: the educational objective and the aim of the lesson, the nature of the subject matter or the lesson, the nature of the learners, school equipment and facilities, and the teacher.¹⁵

In order that a lesson may be delivered effectively, the teacher wishes a suitable strategy to assist the studying manner. Teaching strategies a very crucial function in growing an effective getting to know so that student are extra interest.

2. Type of Teaching Strategies

Teaching strategy is how well teachers adapt it to the unique needs of their own learners. So, for each strategy, highlight guiding principles that emerge from research and offer classroom tips for how you might apply this principles-not to prescribe one-size-fits-all approaches but to

¹⁴Jianping Xia, *Teaching for Student Learning: Exploration of Teaching Strategies Based on Protocol-Guided Learning* (Jiangsu, 2020), 452.

¹⁵Karen Pedernal Maitit and John Angelo Vinuya De Leon, *Comparative Analysis of Teaching Strategies used in Lessons on Culture and Lessons on Heritage of a Selected Chinese-Filipino School* (Manila: Institute of Education, Far Eastern University, 2022), 43.

help you apply your own professional judgment in using these strategies to meet the unique needs of every learner in your classroom.¹⁶

There are some teaching strategies used in English learning as follows:¹⁷

a. Strategies for Enhancing Instruction Through Planning

The strategies included in this section are arranged beginning with the easiest to implement and build in complexity, conscientious teacher is constantly building their repertoire of teaching strategies. The purpose of this book is to support that endeavor.

Several kinds of strategies for enhancing instruction through planning, namely:

1) Predictable routines and signal: reducing anxiety.

Predictable routines and signals save a lot of time in the classroom because a short signal or standard routine lets the students know what is expected of them. Signals and routines also serve to lower students' anxiety and help them feel that they are fully participating in the classroom community, which is especially important for English learners.

2) Visual scaffolding: providing language support through visual images.

¹⁶Bryan Goodwin and Kristin Rouleau, *The New Classroom Instruction that Works: The Best Research-Based Strategies for Increasing Student Achievement*, (Arlington: Mid-continent Research for Education and Learning International, 2023), 8.

¹⁷Adrienne L Herrell and Michael Jordan, *Fifty strategies for Teaching English Language Learners* (Pearson Education, 2016), 23-300.

Although visual scaffolding requires some planning, there are many resources for visuals and it is a very powerful tool for English learners. Photos can be copied or scanned from books, magazine, and the Internet, and transferred to transparency film for use with overhead projectors or used as digital visuals with interactive whiteboards. Video is another useful visual support. It's often possible to find short video clips online so students get real-life, moving scaffolding as topics are being discussed.

3) Realia strategies: connecting language acquisition to the real world.

The use of realia in the classroom supports English learners in a number of ways. Introducing real objects that can be seen, felt, and manipulated is a powerful way to connect vocabulary to real life. The use of realia motivates students because they can actually use real objects in the way they are meant to be used. Realia introduces realism into many lessons. The use of real objects conveys meaning in a way that photographs or illustrations cannot.

b. Strategies for Supporting Students Involvement

This strategy has been the single most frequently used approach to transitioning students from their home languages to a second language. All the strategies require teachers to observe students carefully to monitor their progress and successfully to adapt lessons to meet their individual needs. Giving students opportunities to practice their growing English skill in partner and small group settings also

gives teachers more opportunities to observe, document, and celebrate their progress.

Several kinds of strategies for supporting student involvement, namely:

1) Bilingual books and labels: supporting biliteracy awareness.

The use of bilingual books and labels in the classroom encourages students to value other cultures and languages. English language learners are validated by the use of their home languages in the classroom and the study of their literature and culture. Native English speakers have an opportunity to get the challenge of remembering vocabulary in a second language. The comparison and celebration of a variety of approaches and beliefs helps to build a cohesive community in the classroom.

2) Multimedia presentations: oral reports for the new millennium.

Multimedia presentations in the classroom support students in conveying information to their peers. The use of audiovisuals of many types helps students and teachers to connect vocabulary and meaning, particularly for English learners. The use of computers, DVD, digital camcorders, phones, tablets, and other technology in the classroom appeals to students and motivates them to be more innovative in completing assignments.

3) Integrated curriculum projects: using authentic projects to bring knowledge together.

Integrated curriculum projects are powerful because they go a step beyond the traditional thematic unit to completing an authentic task. Whether the task is providing books for students in a poor community, using photography to improve writing skill and community pride, or using math and science skill to design a reading loft for the classroom, students begin to see the practical applications of school subjects through integrated curriculum projects. They also gain multiple opportunities to practice their spoken and written English as they gather information.

c. Strategies for Building Vocabulary and Fluency

Vocabulary knowledge is essential in all areas of learning. Students learn through verbal explanation in all areas of curriculum. To gain information through reading, students must understand the meaning of words. The research on vocabulary identifies levels of vocabulary knowledge. Fast mapping is the level of word knowledge that allows students to understand words in a superficial way. To develop extended mapping, however, students must encounter words in a number of contexts over time. Fluency, both spoken and reading fluency, is highly related to vocabulary knowledge and comprehension.

Several kinds of strategies for building vocabulary and fluency, namely:

1) Modeled talk: showing while you talk.

Modeled talk is helpful in lowering students' anxiety because they know and can respond to what is expected of them. It serves another important function when a teacher uses it consistently. English-speaking students often learn how to model talk and use it when explaining procedures and concepts to English language learners in the classroom. Students' use of modeled talk to other students increases the opportunities for English language learners to interact successfully with their peers and it builds feelings of community within the classroom.

2) Vocabulary role play: building vocabulary through dramatization.

Vocabulary role-play provides the link between learning a new word and using the word in context, or multiple contexts. Role-play enables the student to create gets with which to link the new vocabulary. The study of words and their multiple meanings and origins can also be effective with the use of vocabulary role-play. Students can add brief videos to illustrate word meaning, create animated computer dictionaries, publish vocabulary books, and import graphics from the Internet to illustrate word posters all of which increase their interactions with and understanding of English vocabulary and multiple meanings.

3) Story reenactment: making stories come to life.

Storytelling, a very powerful strategy for English development, can be used at any grade level. Students can create overhead transparencies or computer graphics props that they can use to relive the story in the form of a slide show as an alternative to the actual role-play. Story demonstration provides a unique opportunity for teachers to observe and evaluate their students' understanding of the story being acted out and students' use of unique vocabulary and sentence structures.

d. Strategies for Building Comprehension

The strategy in this section combine the knowledge we have gained about language acquisition with the theory and research about reading comprehension to provide structures that support the English learner in comprehension English text. Beginning with simple lessons such as language get, where students see their gets and words used to create a written text, this series of comprehension strategies helps English learners understand that creating meaning requires active engagement.

Several kinds of strategies for building comprehension, namely:

1) Read aloud plus: using strategies to support comprehension.

Ms. Behrend and Mr. Threlkeld have found ways to use the read-aloud plus strategy to increase their students' understanding of texts and enhance language development for their English learners.

Their students used several comprehension strategies identified such as relating their own gets to the text they read, paraphrasing text to make it easier to understand, and adding visuals and reenactment to make the text come alive.

2) Cloze: using context to create meaning.

Cloze activities support English learners by helping them focus on meaning in reading. While new vocabulary can be difficult for readers, cloze activities help students learn ways in which reading contexts combined with their knowledge of phonics, syntax, and prior knowledge of topics can support their understanding of texts.

3) GIST: exploring tough text.

Students of all age and at all stages of language development benefit from the use of collaborative strategies such as GIST. By placing students in heterogeneous groups, with a strong English reader and researcher in each group, teachers can encourage discussion of a reading and give students a chance to clarify meaning and vocabulary. The group task of writing a summary sentence for each paragraph that is read provides an authentic assignment that requires the students to discuss the meaning of the paragraph and agree on a sentence that conveys the important information. Once the paragraphs are read and discussed and summary sentences are written and read, each student in the

group has a concise summary of the reading assignment. When several groups read and summarize the same text and then share their summaries, further discussion of the main ideas and supporting details frequently follows. This gives students additional opportunities to hear the information discussed and new vocabulary clarified.

3. The Principles of Teaching Strategy

Our comprehensive review and analysis of scientific studies yielded 14 teaching strategies with significant positive effects for a diverse array of student. Maps these strategies to the six phases of learning identified in learning that sticks.¹⁸

Table 2.1
The Six Phases of Learning and the Teaching Strategies that Support

LEARNING PHASES	TEACHING STRATEGIES
<p>Become interested. To engage in learning, students must first become interested in and find content worthy of attention.</p>	Strategy 1 : Cognitive interest cues
<p>Commit to learning. Because all learning requires sustained mental effort, students must commit to their learning.</p>	Strategy 2 : Student goal setting and monitoring
<p>Focus on new learning. Once students are interested in and committed to learning, they must encounter it in ways that help them to master new knowledge and skill.</p>	<p>Strategy 3 : Vocabulary instruction</p> <p>Strategy 4 : Strategy instruction and modeling</p> <p>Strategy 5 : Visualizations and concrete examples</p>

¹⁸Bryan Goodwin and Kristin Rouleau, *The New Classroom Instruction that Works: The Best Research-Based Strategies for Increasing Student Achievement*, (Arlington: Mid-continent Research for Education and Learning International, 2023), 8-9.

<p>Make sense of learning. All learning consist of connecting new knowledge with prior knowledge, aggregating ideas into manageable constructs or mental models, and integrating discrete skill into larger sequences that can be used to solve problem and accomplish tasks.</p>	<p>Strategy 6 : High-level questions and students explanations Strategy 7 : Guided initial application with formative feedback Strategy 8 : Peer-assisted consolidation of learning</p>
<p>Practice and reflect. Once students have encountered and made sense of learning, they must retrieve and repeat it multiple times to store it in long term memory.</p>	<p>Strategy 9 : Retrieval practice (quizzing to remember) Strategy 10 : Spaced, ,mixed and independent practice Strategy 11 : Targeted support (scaffolding practice)</p>
<p>Extend and apply. For students to store and retrieve new learning, they must engage with it in multiple ways-applying it to solve real-life, complex problems or extending it in novels ways.</p>	<p>Strategy 12 : Cognitive writing Strategy 13 : Guided investigations Strategy 14 : Structured problem solving</p>

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

Qualitative research is an interactive process in which the persons studied teach the researcher about their lives. Qualitative researcher attends to the get as a whole, not as separate variables. The aim of qualitative research is to understand get as unified.¹ The researcher focuses on the teacher strategies in teaching English of the tenth graders at MA Miftahul Huda Lehan East Lampung. The researcher decides to use qualitative research to find out strategies for English teaching strategies, to investigate the causes of the use of English teaching strategies, and to find out how to apply English teaching strategies of the tenth graders at MA Miftahul Huda Lehan East Lampung.

The definition of qualitative research is a form of social technology research that collects and works with non-numerical records and that seeks to interpret the which means of this records in order that it may help us recognize social existence through the observe of populations or targeted locations. Qualitative research methods are subjective from the participant's perspective descriptively which proposes to gather records presently, to pick out problems, to Make comparisons or reviews and to research from the studies of others to Make selections. In other phrases, this research approach is greater about

¹Margot Ely, *Doing Qualitative Research* (British Library: Falmer Press, 1991), 4.

giving a clear photograph of a trouble in accordance with the records in the field.²

The type of this qualitative research is a case study.³ As a research strategy, case studies are widely used in situations called research in which to contribute to our knowledge of individual, group, organizational, social, political, and related phenomena. Case studies can be useful when we want to examine how a particular programme or intervention unfolds in use; the intervention can be introduced in one setting before applying it broadly. Case study an in depth study of a single person, event, community or group.

The characteristic of this research focuses on the descriptive qualitative research. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.⁴ The researcher conducted a survey which can later be used to describe the phenomenon and summarize it. The purpose of using surveys for this descriptive research is to get a good definite step.

B. Data Resources

In this research the researcher divides the sources into two items. They are primary and secondary.

1. Primary Sources

The number one asset is the unique substance on which the research is based. They are information or direct evidence regarding the topic being

²Geoffrey Marcy, David DeMatteo and David Festinger, *Essentials of Research Design and Methodology* (USA: Jhon Wiley & Sons, Inc.2005), 16.

³*Ibid.*, 16.

⁴Linda Kalof, *Essential of Social Research* (England: Open University Press, 2008), 85.

discussed. They value data in its original form, now not interpreted or summarized or evaluated by other researcher. The Main source of this research is interview result with Mrs. Khodijah as English teacher and the tenth graders at MA Miftahul Huda Lehan East Lampung. In addition, the primary research of this research is this observation result about teaching strategies in learning English.

2. Second Source

Support a particular thesis or argument or to persuade the reader to accept it certain point of view. The secondary source in this research is from books, journals, e-books, articles and documented data related to English teaching and learning process at MA Miftahul Huda Lehan East Lampung related to research.

C. Data Collection Technique

Qualitative research typically follows an inductive process.⁵ It means that the data collection taken from process analyzing data become theory or interpretations. Creswell said that “in many qualitative studies, inquiries collect multiple forms of data and spend a considerable time in the natural setting gathering information”.⁶ The data collection is the accumulation of particular proof that allows the researcher to correctly evaluation the effects of all activities through his research design and processes.

The data are needed in a research work to serve the raw Material that is used in the production of data. It provides a definite direction and definite

⁵*Ibid.*, 85.

⁶John W. Creswell, *Qualitative Inquiry and Research Design* (University of Nebraska, Lincoln, 2013), 184.

answer to a research inquiry. Whatever inquiry has to give a definite answer to an investigation. Data are very essential for a scientific research. In addition, the data are needed to substantiate the same arguments in research findings.⁷

Qualitative researcher also have a toolbox of data-gathering techniques, including in depth interviewing, participant observation, and document analysis.⁸ The researcher in this study utilize document to collect information. In the fact gathering procedure, the researcher collects the record of English learning process about the teacher strategies in teaching English of the tenth graders at MA Miftahul Huda Lehan East Lampung.

In this research the researcher uses three techniques to collect the data. There are observation, interview and field note.

1. Observation

Observation is carried out by observer in one classroom. The role of the observer is to watch and listen for signs of observable teacher practices listed and to record it without making judgments as to relative importance or relevance of those practices.⁹ Through observational data collection techniques researcher can collect research data accurately. In this case, the researcher observed the process of learning English, to find out the teaching strategy used by the teacher.

⁷Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Delhi: New Age International Publisher, 2006), 212.

⁸Donald Ary, *Introduction to Research in Education Eight Edition* (USA: Wadsworth Cengage Learning, 2010), 32.

⁹Asri Yusrina and Luhur Bima, *Classroom Observation Tool for Assessing the Dimensions of Teaching Practices* (SMERU: Research Institute, 2020), 8.

2. Interview

Interview occurs when the researcher ask one or more participants general, open-ended questions and record their answers.¹⁰ It means, through interview, contributors can voice their gets properly without being limited by any perspective from the researcher or previous research findings. Interview provided useful data while the researcher are unable to directly see the individual, and the researcher allows the individual to explain certain personal statistics. Therefore, in this study the researcher used interview to obtain facts from students. In this case, the researcher conducted interview with English teacher and students to find out the strategies used in teaching English because and how they are used.

3. Field Note

In this qualitative research, the researcher conducted field notes in the data collection process. According to Natasha, field notes are data collection which includes a number of series of events in the way people act and react to a phenomenon and are related to one aspect and the other aspects being studied.¹¹ In this case, the researcher conducted the field note to find out important events in the process of learning English, especially those related to find out strategies for English teaching strategies, to investigate the causes of the use of English teaching

¹⁰John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4rd Ed* (New Delhi: Pearson Education, 2012), 217.

¹¹Natasha Mack, Cynthia Woodsong, Kathleen M. MacQueen et.al, *Qualitative Research Methods: A Data Collectors Field Guide*, (USA: Family Health International, 2005) 21.

strategies, and to describe how to apply English teaching strategies of the tenth graders at MA Miftahul Huda Lehan East Lampung.

Qualitative researcher may use written documents or other artifacts to gain an understanding of the phenomenon under study. This research, the researcher uses documents technique to collect the data. Documents can be a valuable source of information in qualitative research. Creswell cited that documents represent public and private documents. Public documents provide in the form of minutes from meeting, official memos, and newspaper. Example of private documents is personal journal and diaries, letters, and personal notes.¹² In this study the researcher documents important things data in the form of history of MA Miftahul Huda Lehan East Lampung, vision and mission, organizational structure, number of teachers and students, facilities and infrastructure of MA Miftahul Huda Lehan East Lampung.

D. Data Analysis Technique

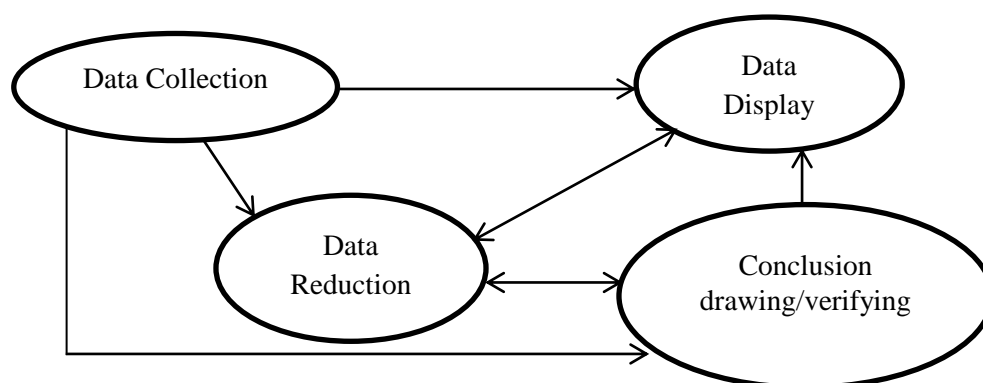
The essential element in research examine is analyzing information, because the result turns into a conclusion from all of the studies. Evaluation if information way analyzing the tabulated Material if you want to determine character statistics or meanings. It includes breaking down current complex elements into simple parts and setting the parts collectively in new arrangements for the reason of interpretation. Qualitative facts commonly take the form of words (descriptions, observations, impressions, recordings, and

¹²John W. Creswell, *Research Design* (California: Sage Publications, 2000), 180.

the like). The researcher should arrange and categorize the research data in order that they can be described and interpreted. In qualitative studies, information analysis includes of factors, the elements includes textual content analysis and involve growing a description and issues.

The researcher would apply Miles and Huberman model to analyze the data.¹³ The components of this analysis model are pictured by this figure.

Figure 3.1
Analysis Components of Miles and Huberman Model



Data analysis with the Miles and Huberman model is carried out as follow step:¹⁴

1. Data Collection

Data collection is the step where the researcher collects all existing data that is used to complete the research. In the data collection process the researcher collected data in the form of evidence from the English teaching and learning strategies for the tenth graders at MA Miftahul Huda Lehan East Lampung in the 2022/2023 academic year. In this case the researcher come to class to observe and document English teaching strategies for the

¹³Michael Huberman M. and Miles, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 12.

¹⁴*Ibid.*

tenth graders at MA Miftahul Huda Lehan East Lampung in the 2022/2023 academic year.

2. The Data Reduction

The researcher reduces the statistics he gets by summarizing and selecting unique things. In the manner of parsing the records, the researcher became guided by way of the studies question. In this case, the researcher sorted out the data intensively related to the results of the research data about the strategy for teaching English that is used, why and how to use it.

3. To Display the Data

Inside the show the statistics the researcher normally makes use of pix, figures, or charts. The show ought to be capable of describe the content Material whole the data. The researcher displayed data associated with the solutions inside the research question using phrases, graphs, figures and charts to give an explanation for the solutions of each research question in element consistent with the suitable interpretation.

4. Conclusion and Data Findings

The researcher verifies the research by means of making conclusion of information findings. The researcher makes conclusions from the outcomes of research related to three research questions. Therefore, it is concluded that the evaluation of information has some features in examine research records that encompass in; to make the meaningful uncooked information, to check null speculation, to get the widespread effects, to describe inferences or to make generalization, and to calculate parameters.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of the Research

1. Description of Research Location

- a. History of the Establishment of MA Miftahul Huda Lehan East Lampung

MA Miftahul Huda Lehan East Lampung that in order to participate in carrying out development in all fields, especially in the field of religious education, it is very necessary to have formal education at a higher level than what already exists such as MI, MTS. Therefore, the Miftahul Huda Islamic boarding school foundation established Madrasah Aliyah (MA) and with this education it is hoped that it can increase the generation of good knowledge, faith, and virtuousness in accordance with the continuous guidance of the Qur'an and Hadith.

MA Miftahul Huda Lehan was established on July 14 2008 which was pioneered by religious leaders, community members, teacher councils and foundations. The status of the school in 2009 obtained an operational permit or charter of establishment of the Ministry of Religion of Lampung Province with number: Kw.08/SK/111/2009, May 13, 2009.

MA Miftahul Huda Lehan was founded by the Miftahul Huda Islamic Boarding School foundation which was led by KH. NUR MUALIM MUSTHOFA. The basis for the establishment of the school is as follows:

- 1) As a business charity from the Miftahul Huda Islamic boarding school foundation, namely participating in efforts to assist the government in educating the nation's children through Islamic religious education.
- 2) Bearing in mind that there are no senior high schools, both public and private, in the Bumi Agung area, specifically within the Miftahul Huda Islamic boarding school foundation.

From this basic understanding, MA Miftahul Huda Lehan began to be established starting from the 2008-2009 academic year. Which at the beginning accept tenth grade students totaling 27 children, both man and woman. The purpose of establishing this institution is to meet the spiritual needs of high school-age children or Aliyah, and spur the development of Islamic religious education.

Its goal is to equip knowledge for the nation's generation of children as the successor to the struggle of the nation, state and religion, especially the Islamic religion which is in accordance with the teachings of the great prophet Muhammad SAW and is based on the Al-Qur'an and Hadith.

The legal basis for the establishment of MA Miftahul Huda Lehan is Pancasila, especially the first precepts, while the structural or constitutional basis is the 1945 Constitution, article 29 paragraphs 1 and 2 chapter XI, the operational basis is the 2003 National Education System Law, while the religious basis is the Al-Qur'an and Hadith. As for sequentially, those who have served as head of MA Miftahul Huda Lehan East Lampung are Mr. Mashuri, M.Pd for the period of 2008 until now.

b. Vision and Mission of MA Miftahul Huda Lehan East Lampung

The vision of MA Miftahul Huda Lehan East Lampung is "THE FORMATION OF STUDENTS WHO ARE SMART, SKILLED, PIOUS, AND HAVE GOOD MORALS". Because for long-term, medium-term and short-term goals. This vision inspires our madrasa residents to always make it happen at all times and be sustainable in achieving madrasa goals. This vision reflects the profile and ideals of a madrasa which:

- 1) Forward-oriented with attention to contemporary potential
- 2) According to societal norms and expectations
- 3) Want to achieve excellence
- 4) Encourage the enthusiasm and commitment of all madrasah citizens
- 5) Encourage change for the better
- 6) Direct the strategic steps of the madrasa.

The mission of MA Miftahul Huda Lehan East Lampung is "DISCIPLINE IN WORK, REALIZING FAMILY MANAGEMENT, COOPERATION, PRIME SERVICE BY IMPROVING FRIENDLINESS (UKHUWAH ISLAMIAH)".

In every education community work, we always foster discipline according to the rules of their respective work fields, mutual respect and trust and continue to maintain a harmonious working relationship based on excellent service, cooperation, friendship. The description of the mission above includes.

- 1) Carrying out learning and guidance effectively so that each student develops optimally, according to their potential
- 2) Fostering a spirit of excellence intensively for all school members
- 3) Encouraging and helping each student to recognize their own potential, so that they can develop optimally
- 4) Fostering and encourage excellence in the application of science, technology and art
- 5) Cultivating appreciation and experience of Islamic teachings and good national culture so that competent students are realized
- 6) Producing graduates who are qualified, accomplished, have high morals, and have faith in Allah SWT.

Motto of this school is "MA MIFTAHUL HUDA LEHAN IS INTELLIGENT AND HELLOUS KARIMAH." The objective of this

school goals are an elaboration of the school's vision and mission so that they are communicative and can be measured as follows:

- 1) Excellence in religious activities and social care
- 2) Excel in discipline, learning and responsibility
- 3) Superior in the achievement of obtaining UN scores
- 4) Excelling in the competition to get into your favorite college
- 5) Superior in the mastery of religious knowledge, science and technology
- 6) Excel in extracurricular activities, such as LCT, sports, arts, scouts, and the art of reading and writing the Al-Qur'an
- 7) Superior in cleanliness and beauty of the madrasa

c. Organization Structure of MA Miftahul Huda Lehan East Lampung

The organizational structure of the MA miftahul huda lehan east Lampung school in 2022/2023:

- 1) Mashuri, M.Pd (Head of Madrasah Aliyah)
- 2) Supani (Commite Chairmen)
- 3) Komar Nur Jaman, S.Pd (Head of Administration)
- 4) Tumiran, S.Ag (Vice Principal of Student Affairs)
- 5) S. Andriyanto, S.Pd (Vice Principal of Curriculum)
- 6) Siyam, S.Pd.I (Vice Principal of School Facilities and Infrastructure)
- 7) Gatot Widodo, S.Pd (Deputy Head of School of Public Relations)
- 8) Ari Sukmawati, S.Pd (Head of the Natural Science)

9) Anita Puspitasari, S.Pd (Head Librarian)

10) Hendra Setiawan, S.Pd (Counseling Guidance Coordination)

Teacher council:

1) Marjudi, S.Pd

2) Komar Nur Jaman, S.Pd

3) Siti Khodijah, S.Pd

4) Ari Sukmawati, S.Pd

5) Tumiran, S.Pd

6) Usuf, S.Pd.I

7) Mahmudah, S.Sy

8) Siyam, S.Pd.I

9) Gatot Widodo, S.Pd

10) Siti Nur'aini, SP

11) Anita Puspitasari, S.Pd

d. Facilities and Infrastructure of MA Miftahul Huda Lehan East Lampung

In order to support teaching and learning facilities at Madrasa Aliyah Miftahul Huda Lehan East Lampung, the management of the madrasa has provided various supporting facilities, both adequate learning facilities and infrastructure supported by comfort and technological support. The facilities provided are: madrasa principal's room, administrative room, teacher's room, multimedia room, library,

classrooms, prayer room, ceremonial field, football field, volleyball field and toilet.

e. Number of Students of MA Miftahul Huda Lehan East Lampung

As for the tenth grade students at MA Miftahul Huda Lehan, East Lampung in the 2022-2023 academic year, there are 19 students.

Table 4.1
Total of the Tenth Graders Students of MA Miftahul Huda Lehan

No	Name	Gender
1	Aisah Nahdiyah	Female
2	Amelia Rosanti	Female
3	Dewa Saputra	Male
4	Heriyanti	Female
5	Ita Lestari	Female
6	Irwandiyansyah	Male
7	Ihda Sofi Assalafy	Female
8	Jesik Reviana	Female
9	Jarwinah	Female
10	Kafiyatul Fahmy	Male
11	Kelvin Prasetya	Male
12	Kiren Marli	Male
13	M. Qorenasation	Male
14	M Reza Zulkarnain	Male
15	M Kayyi M Yuro	Male
16	Miftahudin	Male
17	M Solihin	Male
18	M Taib Azzuri	Male
19	Redi S	Male

2. Description of Research Result

Researcher conducted research at MA Miftahul Huda Lehan, East Lampung on 22 to 24 may 2023 by interviewing teacher and 10 students of MA Miftahul Huda Lehan, East Lampung. Researcher asked seventeen related questions about strategies used by teacher in learning English.

In this study, researcher collected data related to teacher strategies in teaching English, because teachers apply strategies in teaching English and how teachers apply English teaching strategies in tenth graders at MA Miftahul Huda Lehan East Lampung.

The results of observations, interviews and field notes are explained in the sections below. In learning English in tenth grade at MA Miftahul Huda Lehan, Mrs. Khodijah uses the Demonstration strategy. Because demonstration strategy is to demonstrates something. Then the teacher applies the demonstration strategies such as making short stories, conversations, describing pictures or objects around.

- a. The teacher strategies in teaching English of the tenth graders at MA Miftahul Huda Lehan East Lampung.

The result of observations when observing the teacher in class, the teacher applies Demonstration strategy. Therefore, in analyzing the teacher's strategies for teaching English, the researcher examines based on the theory expressed by Adrienne L Herrel and Michael Jordan about the types of strategies in teaching English through planning, for supporting student involvement, for building vocabulary and fluency, for building comprehension.

- 1) Teaching strategies for enhancing instruction through planning

Teaching strategies for enhancing instruction through planning include of predictable routines and signal: reducing anxiety, visual scaffolding: providing language support through

visual images, and realia strategies: connecting language acquisition on the real world.

In this study, researcher conducted interviews with Mrs. Khodijah as an English teacher at MA Miftahul Huda Lehan. From the results these interviews it is known that the teacher applies the strategies for enhancing through planning, because assist teacher in teaching and create a pleasant classroom atmosphere.

2) Teaching strategies for supporting students involvement

Teaching strategies for supporting students involvement include of bilingual books and labels: supporting bililiteracy awareness, multimedia presentations: oral reports for the new millennium, and integrated curriculum projects: using authentic projects to brings knowledge together.

In this study, the researcher conducted interviews with Mrs. Khodijah as an English teacher at MA Miftahul Huda Lehan. From the results these interviews it is known that the teacher applies the strategies supporting students involvement, because to support students learning.

3) Teaching strategies for building vocabulary and fluency

Teaching strategies for building vocabulary and fluency include of modeled talk: showing while you talk, vocabulary role play: building vocabulary through dramatization, and story reenactment: making stories come to life.

In this study, researcher conducted interviews with Mrs. Khodijah as an English teacher at MA Miftahul Huda Lehan. From the results these interviews it is known that the teacher applies the strategies for building vocabulary and fluency, because to increase the vocabulary of students.

4) Teaching strategies for building comprehension

Teaching strategies for building comprehension include of read aloud plus: using strategies to support comprehension, cloze: using context to create meaning, and gist: exploring tough text.

In this study, researcher conducted interviews with Mrs. Khodijah as an English teacher at MA Miftahul Huda Lehan. From the results these interviews it is known that the teacher applies the strategies for building comprehension, because to build students understanding.

b. The causes of the teacher apply teaching strategies in teaching English of the tenth graders at MA Miftahul Huda Lehan East Lampung.

Based on interviews and field notes, teachers in tenth grade at MA Miftahul Huda Lehan East Lampung use the Demonstration strategy because this strategy is demonstrate something.

In analyzing the teacher's strategies for teaching English, the researcher examines based on the theory expressed by Adrienne L Herrel and Michael Jordan about the causes of the teacher apply teaching strategies in teaching English through planning, for

supporting student involvement, for building vocabulary and fluency, and for building comprehension.

1) Teaching strategies for enhancing instruction through planning

Teaching strategies for enhancing instruction through planning include of predictable routines and signal: reducing anxiety, visual scaffolding: providing language support through visual images, and realia strategies: connecting language acquisition on the real world.

2) Teaching strategies for supporting students involvement

Teaching strategies for supporting students involvement include of bilingual books and labels: supporting biliteracy awareness, multimedia presentations: oral reports for the new millennium, and integrated curriculum projects: using authentic projects to brings knowledge together.

3) Teaching strategies for building vocabulary and fluency

Teaching strategies for building vocabulary and fluency include of modeled talk: showing while you talk, vocabulary role play: building vocabulary through dramatization, and story reenactment: making stories come to life.

4) Teaching strategies for building comprehension

Teaching strategies for building comprehension include of read aloud plus: using strategies to support comprehension, cloze: using context to create meaning, and gist: exploring tough text.

- c. The ways of the teacher apply the teaching strategies in teaching English of the tenth graders at MA Miftahul Huda Lehan East Lampung.

Based on observations, interviews, and field note, the implementation of the Demonstration strategy used by teachers in tenth grade at MA Miftahul Huda Lehan East Lampung is like making short stories, conversations, describing pictures or objects around.

The result of implementing the demonstrations strategy used by the English teacher at MA Miftahul Huda Lehan East Lampung are that 50% of students easily understand strategies in learning English, and 50% of students are hard to guess and also have difficulty understanding strategies in learning English.

In analyzing the teacher's strategies for teaching English, the researcher examines based on the theory expressed by Adrienne L Herrel and Michael Jordan about the solution in the use of strategies in learning English through planning, for supporting student involvement, for building vocabulary and fluency, for building comprehension.

- 1) From the English language that is learned, it must focus on the applicable curriculum content which is adjusted to the strategy.
- 2) Prepare teaching well.
- 3) Arrange the learning evaluation process appropriately.
- 4) Using varied media.

- 5) Apply information and communication technology in the learning process.
- 6) The learning process must pay attention to the needs of students and differences between students

B. Discussion

The first research result is about the teacher strategies in teaching English of the tenth graders at MA Miftahul Huda Lehan East Lampung. It is known that the dominant teacher applies the Demonstration strategy in learning English in tenth grade at MA Miftahul Huda Lehan, East Lampung. Then, the teacher also implements an improvement strategy for enhancing through planning in order to assist teacher in teaching and create a pleasant classroom atmosphere. In addition, it is known that the teacher applies the strategies supporting student involvement to support students learning. Moreover, it is known that the teacher applies the strategies for building comprehension to build students understanding.

The second research result is about the causes of the teacher apply teaching strategies in teaching English of the tenth graders at MA Miftahul Huda Lehan East Lampung. In this case, the dominant teacher applies the Demonstration strategy because this strategy is demonstrates something. Then, teachers also apply teaching strategies for enhancing instruction through planning include of predictable routines and signal: reducing anxiety, visual scaffolding: providing language support through visual images, and realia strategies: connecting language acquisition on the real world. Teaching

strategies for supporting students involvement include of bilingual books and labels: supporting biliteracy awareness, multimedia presentations: oral reports for the new millennium, and integrated curriculum projects: using authentic projects to brings knowledge together. Teaching strategies for building vocabulary and fluency include of modeled talk: showing while you talk, vocabulary role play: building vocabulary through dramatization, and story reenactment: making stories come to life. Teaching strategies for building comprehension include of read aloud plus: using strategies to support comprehension, cloze: using context to create meaning, and gist: exploring tough text.

The third research result is about the ways of the teacher apply the teaching strategies in teaching English of the tenth graders at MA Miftahul Huda Lehan East Lampung. That the teacher applies the Demonstration strategy is like making short story, conversations, describing pictures or objects around. Then, it is investigated that the learning strategy should focus on the applicable curriculum content which is adjusted to the strategy, preparing teaching well, arranging the learning evaluation process appropriately, using varied media, applying information and communication technology in the learning process. In addition, the learning process must pay attention to the needs of students and differences between students.

In this case the researcher recommends three strategies that can be used by teachers in learning English at MA Miftahul Huda Lehan East Lampung, namely visual image strategy, oral report strategy and dramatization strategy.

That's because the objects in the visual image strategy are easy to find in the surrounding environment. Then, the oral report strategy can improve student learning by using interesting reports, so that students seriously listen to lessons properly and are not boring. Besides that, through dramatization strategy can help build self-confidence, because apart from the appearance aspect and the applause that usually accompanies it, acting is very collaborative and mutually supportive.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of data analysis, the researcher enthusiastically draws the following conclusions about this study:

The strategy used by the teacher in teaching English of the tenth graders at MA Miftahul Huda Lehan East Lampung is the Demonstration strategy. This is because Demonstration strategy is demonstrates something. Therefore, the teacher applies the Demonstration strategy in learning English is like making short story, conversations, describing pictures or objects around.

Then, the result of implementing the Demonstration strategy used by the English teacher at MA Miftahul Huda Lehan East Lampung are that 50% of students easily understand strategies in learning English, and 50% students find it difficult to pronounce the vocabulary that is arranged. In this research, the researcher recommends several strategies that can be used in teaching English such as visual image strategy, oral report strategy, and dramatization strategy.

B. Suggestion

After the researcher had done this research, the researcher would like to give some suggestions in view of the findings of the mentioned research:

1. For The Students

For students must improve mastery in detecting sound sources and focus on listening to native speakers' voices. In addition, students can

participate in additional courses to improve listening skills of native speakers and other sources of sound.

2. For The Teacher

The teacher should provide a clear explanation of the source of the sound given during the lesson. Because many students are sometimes still confused, especially with the many vocabulary that are almost the same when pronouncing.

3. For The Researcher

The researcher assumes that some students might be interested in conducting a study on the teacher's strategies used in teaching English.

C. Recommendation

Apart from Demonstration strategy, there are many strategies that teachers can use in learning English for tenth grade students at MA Miftahul Huda Lehan East Lampung, namely:

1. Visual Image Strategy

Visual image is a strategy for enhancing instruction to provide language support and to connect language acquisition to the real world.¹ The advantage of this strategy is that it is easy to obtain because it is a real object that is around the environment. It can foster direct interaction between students and surrounding objects.

¹Adrienne L Herrell and Michael Jordan, *Fifty strategies for Teaching English Language Learners* (Pearson Education, 2016), 38.

- a. According to Mary Burns and Danny Martinez, the journal entitled *Visual Imagery and the Art of*.² That visual image strategy can help students understand the meaning of words through images related to the content of the reading.
- b. According to Siu-Kay Pun, with a journal entitled *Creative thinking through visual literacy*.³ That the visual imagery strategy is very effectively used in literacy learning because it can foster creative thinking in student learning.
- c. According to Riyan Azkalia, with a journal entitled *Visual imagery strategy as effort Tt acquire comprehension*.⁴ that visual image strategy has proven to be significant in influencing students' understanding of a reading in English, because through visual image strategy students are helped to make reading content more concrete to understand.

Visual image strategy is very effective in learning English, because it has been proven in several studies. Then, visual image strategy is also included in writing, reading and speaking skills.

²Mary Burns and Danny Martinez, "Visual Imagery and the Art of", *ISTE (International Society for Technology in Educational)*, 29 n0 6, 21 August 2014, 33.

³Siu-Kay Pun, "Creative Thinking through Visual Literacy", *Business Education and Accreditation*, 1 no 1, 2009, 97-98.

⁴Riyan Azkalia, "Visual Imagery Strategy as Effort Tt Acquire Comprehension", *English Education Study Program, Faculty of Language and Arts, Semarang State University*, 4 no 2, July 2018, 135.

2. Oral Report Strategy

Oral report strategy is a strategy for supporting student involvement, and for supporting literacy awareness.⁵ The advantages of this strategy through attractively report can improve learning, so that students are serious listen to the lesson well and not boring. Then communicative language and contains illustrations interesting is effective to listen to, thus stimulating students to learn independently.

- a. According to Ghaleb Rabab'ah, with a journal entitled The effect of communication strategy training on the development of EFL learners strategic competence and oral communicative ability.⁶ That the oral report strategy has an effect that has good implications for English teachers and syllabus makers because oral report strategy can improve students' ability to communicate orally.
- b. According to Nowreya, Muneera and Hanan, in a journal entitled EFL college students' perceptions of difficulties in oral presentation as a form of assessment.⁷ That the oral report strategy can be an effective strategy in conveying ideas, it's just that it's difficult to implement instantly.

⁵Adrienne L Herrell and Michael Jordan, *Fifty strategies for Teaching English Language Learners* (Pearson Education, 2016), 286.

⁶Ghaleb Rabab'ah, "The Effect of Communication Strategy Training on the Development of EFL Learners Strategic Competence and Oral Communicative Ability", *Journal Psycholinguistic Research*, 44 no 2, 22 April 2015, 3.

⁷Nowreya A. Al-Nouh, Muneera M. Abdul-Kareem, and Hanan A. Taqi, "EFL College Students Perceptions of the Difficulties in Oral Presentation as a Form of Assesment", *International Journal of Higher Education*, 4 no 1, 12 January 2015, 136.

- c. According to Jacinta and friends, with a journal entitled *Balancing the use of oral communication strategies and fear for oral presentation: the case for language learning*.⁸ That the oral report strategy is very useful in influencing the quality of speaking skills as evidenced by the increased students' oral presentation abilities.

Oral report strategy is very effective in learning English, because it has been proven in several studies. Then, oral report strategy is also included in speaking skills.

3. Dramatization Strategy

Oral report strategy is a strategy for building vocabulary and fluency.⁹ Drama is a whole human approach to language teaching that requires us to look at communication holistically. Creating filler and acting in a play can be profound, intellectual and emotional experiences that make the learning process more meaningful and memorable and more transferable to the real world.

The advantages of this strategy is can acting helps build self-confidence, because apart from the appearance aspect and the boisterous applause that usually accompanies it, acting is very collaborative and mutually supportive. The process of character formation can make us

⁸Jacinta Ann Xavier Belaman, Siti Fauziana binti Zakaria, Sharifah Nadia Syed Nasharudin, et. al, "Balancing the use of Oral Communication Strategies and Fear for Oral Presentation: the Case for Language Learning", *International Journal of Academic Research in Business and Social Sciences*, 12 no 6, 6 June 2022, 850.

⁹Adrienne L Herrell and Michael Jordan, *Fifty strategies for Teaching English Language Learners* (Pearson Education, 2016), 47.

aware of the needs and character of the people we meet in our daily lives, which is important in real life communication and interaction.

- a. According to Pravamayee Samantaray, with a journal entitled *Dramatization as a method of developing spoken English skills*.¹⁰ Dramatization is an effective way of developing English language skills especially related to speaking skills because through the application of dramatization, students can be actively involved in playing their duties as activists which involve the totality of students' linguistic and linguistic abilities.
- b. According to Shames Eldin, with a journal entitled *Investigating the impact of using drama as an effective teaching method of developing primary schools pupils language proficiency*.¹¹ That dramatization is an appropriate way of teaching in developing language skills at the elementary school level in Khartoum state. Because through the application of the dramatization strategy, students can cheerfully express their thoughts in oral activities.
- c. According to Elaine, Carmine, Lauren and Martin, with a journal entitled *Contribution of drama-based strategies*.¹² That dramatization is a strategy that can be concrete evidence that contributes not only to

¹⁰Pravamayee Samantaray, "Dramatization as a Method of Developing Spoken English Skill", *International Journal of Language and Linguistics*, 1 no 1, June 2014, 70.

¹¹Shames Eldin Mohammed Alnour Hassan Zarooq, "Investigating the Impact of Using Drama as an Effective Teaching Method of Developing Primary Schools Pupils Language Proficiency", *International Journal of Novel Research in Education and Learning*, 8 no 6, November-December 2021, 35.

¹²Elaine M. Walker, Lauren Bosworth McFadden, Carmine Tabone, et. al, "Contribution of Drama-Based Strategies", *American Alliance for Theatre and Education*, 25 no 3, 26 April 2017, 3.

influencing student literacy but also students' artistic spirit to convey the contents of students' thoughts with aesthetic elements.

Dramatization strategy is very effective in learning English, because it has been proven in several studies. Then, dramatization strategy is also included in speaking skills.

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APPENDICES

Figure 2

Organization Structure of MA Miftahul Huda Lehan East Lampung

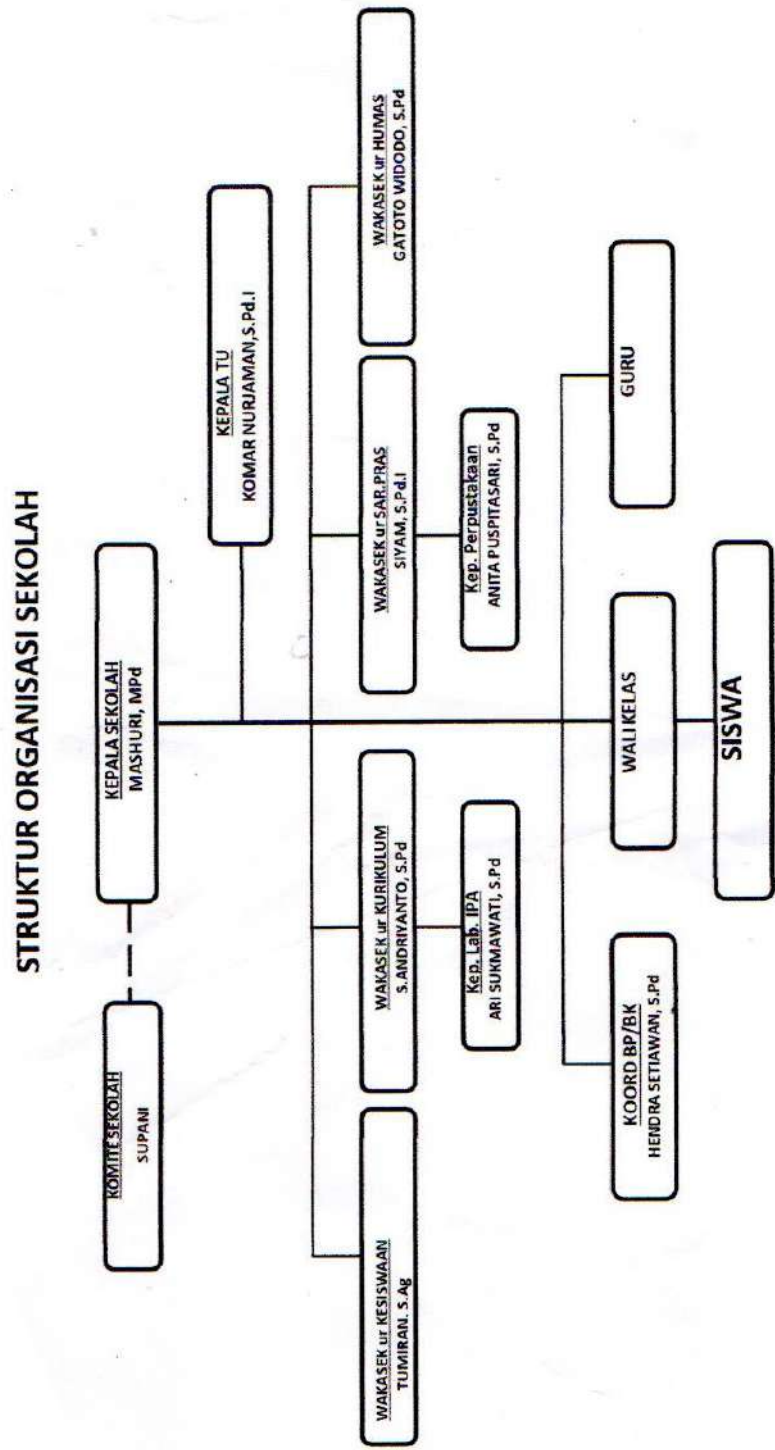


Figure 3

Documentations of Interviews with Teacher



Figure 4
Interview Sheet with the Teacher

No	Interview Questions	Answer
1	What strategies do you use in learning English?	Demonstration strategy
2	Why do you use this strategy?	Because this strategy is to demonstrate something
3	How is the implementation of the strategy that you use in learning English?	making short story, describing pictures or objects around, conversation.
4	Do you use Strategies for Enhancing Instruction Through Planning, such as Predictable routines and signal: reducing anxiety, Visual scaffolding: providing language support through visual images, Realia strategies: connecting language acquisition to the real world?	Yes
5	Why do you use this strategy?	assist teacher in teaching and create a pleasant classroom atmosphere
6	Do you use Strategies for Supporting Students Involvement, such as Bilingual books and labels: supporting biliteracy awareness, Multimedia presentations: oral reports for the new millennium, Integrated curriculum projects: using authentic projects to brings knowledge together?	Yes
7	Why do you use this strategy?	Because to support student learning

8	Do you use Strategies for Building Vocabulary and Fluency, such as Modeled talk: showing while you talk, Vocabulary role play: building vocabulary through dramatization, Story reenactment: making stories come to life?	Yes
9	Why do you use this strategy?	Because to increase the vocabulary of students
10	Do you use Strategies for Building Comprehension, such as Read aloud plus: using strategies to support comprehension, Cloze: using context to create meaning, GIST: exploring tough text?	Yes
11	Why do you use this strategy?	Because to build student understanding
12	In your opinion, how important is the consideration of the applicable curriculum content in the selection of English language teaching materials?	Very important
13	What is the importance of preparing English teaching planning well?	Very important
14	According to you, what is the important role of the application of information and communication technology in the process of learning English?	For learning media and facilitating the learning process, can attract students' attention & improve the quality of learning.

15	How to apply the varied English teaching media?	Using the media around us such as books, worksheet, computers, handphone, podcast, youtube, and others.
16	How to important is it in the process of analyzing student needs and the differences between students in the process of learning English?	Very important
17	What is the process of evaluating learning English appropriately?	Planning, data collection, verification, analysis and interpretation of data.

Figure 5
Interview Sheet with the Students

No	Interview questions	Answer
1	What are the teaching strategies applied by the teacher in learning English?	Demonstrations strategy
2	How do teachers implement this strategy?	Making short story, describing pictures or objects around, conversations.
3	What are the benefits that you get from the English teaching strategy applied by the teacher?	easy to understand
4	What are the weaknesses of the English teaching strategy applied by the teacher?	difficult to pronounce the vocabulary that has been arranged

Figure 6 Blueprint of Documentation

Blueprint of Documentation

Purpose: Blueprint of documentation is used to collect data related to complementary data on the research location, namely at MA Miftahul Huda Lehan East Lampung.

No	Aspect of Documentation
1	History of the Establishment of MA Miftahul Huda Lehan East Lampung
2	Vision and Mission of MA Miftahul Huda Lehan East Lampung
3	Organization Structure of MA Miftahul Huda Lehan East Lampung
4	Facilities and Infrastructure of MA Miftahul Huda Lehan East Lampung
5	Number of Students of MA Miftahul Huda Lehan East Lampung

Documentation Sheet

Purpose: Documentation sheet is used as a direction to collect complete data about the identity of the MA Miftahul Huda Lehan East Lampung.

No	Aspect of Documentation	Available	Unavailable
1	History of the Establishment of MA Miftahul Huda Lehan East Lampung	✓	
2	Vision and Mission of MA Miftahul Huda Lehan East Lampung	✓	
3	Organization Structure of MA Miftahul Huda Lehan East Lampung	✓	
4	Facilities and Infrastructure of MA Miftahul Huda Lehan East Lampung	✓	
5	Number of Students of MA Miftahul Huda Lehan East Lampung	✓	

Figure 7
Tenth grade English syllabus at MA Miftahul Huda Lehan East Lampung

SILABUS MATA PELAJARAN: BAHASA INGGRIS

Satuan Pendidikan : SMA

Kelas : X

Kompetensi Inti :

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.</p> <p>3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks</p>	<p>Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparanjati diri</p> <p><i>Fungsi sosial</i></p> <p>Menjalin hubungan dengan guru, teman</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan. 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teksmemaparkan dan menanyakan jati diri Ketepatan unsur kebahasaan: tata bahasa, kosa kata, 	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>pemaparan jati diri, sesuai dengan konteks penggunaannya.</p> <p>4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>dan orang lain</p> <p><i>Ungkapan</i></p> <p><i>My name is... I'm ... I live in ... I have ... I like dan semacamnya</i></p> <p><i>Unsur kebahasaan:</i></p> <p>(1) Kata terkait dengan hubungan kekeluargaan dan kekerabatan, profesi pekerjaan, hobi.</p> <p>(2) Kata kerja dalam simple present tense: <i>be, have</i> dalam simple present tense</p> <p>(3) Kata tanya <i>What? Who? Which?</i></p> <p>(4) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku terbuka.</p>	<p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari pemaparan jati diri dari berbagai sumber. Siswa berlatih memaparkan jati diri dengan teman melalui simulasi. Siswa berlatih memaparkan jati diri melalui tulisan <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokkannya berdasarkan penggunaan. Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang 	<p>ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog yang menyebutkan jati diri didepan kelas Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan 		<ul style="list-style-type: none"> http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

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	menghargai perbedaan, perdamaian.	sampaikan dalam kerja kelompok. Mengkomunikasikan <ul style="list-style-type: none"> Siswa mendemonstrasikan penggunaan pemaparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (<i>learning journal</i>). 	Portofolio <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip percakapan Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya. Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar. 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman. 3.2. Menganalisis fungsi sosial, struktur	Teks lisan dan tulis untuk memuji bersayap (extended) serta responnya <i>Fungsi sosial</i> Menjaga hubungan interpersonal dengan guru, teman dan	Mengamati <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi memuji bersayap. Siswa mengikuti interaksi memuji bersayap. Siswa menirukan model interaksi memuji bersayap Dengan bimbingan dan arahan guru, 	KRITERIA PENILAIAN: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks memuji bersayap Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, 	1 x 2 JP	<ul style="list-style-type: none"> Audio CD/ SUARA GURU Koran/ majalah ber www.dailyenglish.com http://americaneenglish.state.gov/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>teks, dan unsur kebahasaan pada ungkapan memuji bersayap serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>orang lain.</p> <p><i>Ungkapan</i></p> <p><i>"Excellent! You really did it well, Tina."</i></p> <p><i>"That's nice, Anisa. I really like it."</i> <i>"It was great. I like it, thank you."</i></p> <p><i>Unsur kebahasaan:</i> Ucapan, tekanan kata, intonasi</p>	<p>siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan).</p> <p>Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa memuji bersayap dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan memuji bersayap yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa memuji dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris 	<p>intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan pujian dan responnya . Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyatakan pujian dan responnya ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap 		<p>files/ae/resource_files</p> <ul style="list-style-type: none"> http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		untuk memuji dalam jurnal belajar (<i>learning journal</i>).	tahapan. <ul style="list-style-type: none"> Kesantunan dan kepedulian dalam melaksanakan Komunikasi 		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.</p> <p>3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menunjukkan perhatian (<i>care</i>), serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.3. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (<i>care</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p>Teks lisan dan tulis untuk menunjukkan perhatian (<i>care</i>)</p> <p><i>Fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p><i>Ungkapan</i></p> <p>Ungkapan untuk memberi perhatian dan cara meresponnya: <i>You look pale . Are you OK? Not, really. I've got a headache.</i></p> <p><i>Unsur kebahasaan:</i> Ucapan, tekanan kata, intonasi</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi menunjukkan perhatian. Siswa mengikuti interaksi menunjukkan perhatian. Siswa menirukan model interaksi menunjukkan perhatian. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menunjukkan perhatian. (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menunjukkan perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. <p>Mengeksplorasi</p> <p>Siswa menunjukkan perhatiandengan bahasa Inggris dalam konteks <i>simulasi</i>,</p>	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teksmenunjukkan perhatian Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan untuk menunjukkan perhatian Ketepatan dan kesesuaian menggunakan struktur 	1 x 2 JP	<ul style="list-style-type: none"> Audio CD/ SUARA GURU Koran/ majalah ber www.dailyenglish.com http://americaneenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p><i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menunjukkan perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menunjukkan perhatian dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menunjukkan perhatian dalam jurnal belajar (<i>learning journal</i>). 	<p>dan unsur kebahasaan dalam menyampaikan ungkapan untuk menunjukkan perhatian</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menunjukkan perhatian (<i>care</i>) ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan Komunikasi 		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</p>	<p>Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu</p> <p><i>Fungsi Sosial</i> Menyatakan rencana</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat menyatakan dan menanyakantentang niat melakukan sesuatu dalam berbagai konteks Siswa mengikuti interaksi tentang pernyataan dan pertanyaan tentang menyatakan dan menanyakantentang 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks pernyataan dan pertanyaan tentang niat 	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglis

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>transaksional dengan guru dan teman.</p> <p>3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya</p> <p>4.4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p>	<p>Struktur Teks 'I'd like to tell my name,' I will tell him about my job, I'm going to introduce my friend</p> <p>Unsur Kebahasaan Kata kerja <i>I'd like to ... I will ... I'm going to ...</i>; tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p>	<p>niat melakukan sesuatu dengan bimbingan guru</p> <ul style="list-style-type: none"> Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu Dengan bimbingan dan arahan guru siswa mengidentifikasi ciri kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakantentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam konteks simulasi, role-play dan kegiatan lain yang terstruktur Siswa berusaha menyatakan dan bertanya tentang niat melakukan sesuatu <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan antara 	<p>melakukan sesuatu</p> <ul style="list-style-type: none"> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian: Pengamatan (observasi)</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> Upaya menggunakan Bahasa Inggris untuk menyatakan dan menanyakan tentang niat melakukan sesuatu ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan melaksanakan Komunikasi 		<p>h.com</p> <ul style="list-style-type: none"> http://americaneenglish.state.gov/files/ae/resources/files http://learnenglish.britishcouncil.org/en/

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		<p>ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain.</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyatakan dan menyangkentang niat melakukan sesuatu dalam bahasa Inggris dan dalam bahasa Indonesia <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Setiap menyatakan dan menyangkentang ungkapan tentang niat melakukan sesuatu dalam bahasa Inggris didalam dan diluar kelas Siswa menuliskan permasalahan dalam jurnal belajar (<i>learning journal</i>) 			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional</p> <p>3.5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan konteks penggunaannya.</p> <p>4.5. Menyusun teks lisan dan tulis untuk</p>	<p>Teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended)</p> <p><i>Fungsi Sosial</i> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</p> <p><i>Struktur text</i> Ungkapan baku dari sumber-sumber</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan beberapa pesan yang berisi ucapan selamat dari berbagai sumber (a.l. film, tape, surat kabar, majalah). Siswa membacakan contoh-contoh teks pesan berisi ucapan selamat tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri pesan yang berisi ucapan selamat (fungsi sosial, struktur teks, dan unsur kebahasaan). 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks ucapan selamat bersayap Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian 	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americaneenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
mengucapkan dan merespon ucapan selamatbersayap (extended), dengan memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	otentik. <i>Unsur kebahasaan</i> (1) Kata dan tata bahasa baku (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan <i>Topik</i> Keteladanan tentang perilaku peduli dan cinta damai.	Mempertanyakan(questioning) <ul style="list-style-type: none">Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pesan yang berisi ucapan selamat dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. Mengeksplorasi <ul style="list-style-type: none">Siswa secara mandiri dan dalam kelompok mencari ucapan selamat yang lain dari berbagai sumberSiswa bergantian membacakan ucapan selamat dengan unsur kebahasaan yang tepatSiswa mengucapkan dan merespon ucapan selamat yang disampaikan teman dan guru. Mengasosiasi <ul style="list-style-type: none">Siswa membandingkan berbagai ucapan selamat terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya.	Cara Penilaian: Unjuk kerja <ul style="list-style-type: none">Melakukan <i>role-play</i> (bermain peran) menggunakan ungkapan berbentuk pesan berisi ucapan selamat serta responnya dalam situasi nyataKetepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ucapan selamat bersayap serta responnya Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: <ul style="list-style-type: none">Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan		.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa berkreasi membuat teks-teks ucapan selamat dan menyampaikannya di depan guru dan teman untuk mendapat <i>feedback</i>. Siswa membuat kartu ucapan selamat Siswa memperoleh <i>feedback</i> dari guru dan teman sejawat 	<p>Komunikasi</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi ucapan selamat Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. Kumpulan karya siswa yang mendukung proses penulisan teks ucapan selamat berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai	Tindakan/kejadian yang dilakukan/terjadi	Mengamati	Kriteria penilaian:	2 x 2 JP	• Audio CD/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.6. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.</p> <p>4.6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p>di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya (Past Simple dan Present Perfect Tense)</p> <p><i>Fungsi sosial</i></p> <p>Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya</p> <p><i>Struktur teks</i></p> <p><i>I had plowed into a big green Buick. I hollered farewells to my friends and poured myself into the car</i></p> <p><i>My friend has prepared everything before we left</i></p>	<ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat <i>Past Simple</i> dan <i>Present perfect tense</i>, dalam berbagai konteks. Siswa berinteraksi menggunakan kalimat <i>Past Simple</i> dan <i>Present perfect tense</i> selama proses pembelajaran, dengan bimbingan guru. Siswa menirukan contoh-contoh kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai <i>past simple</i> dan <i>present perfect</i> yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain 	<ul style="list-style-type: none"> Pencapaian fungsi sosial Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kelengkapan dan keruntutan struktur teks Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks Kesungguhan siswa dalam proses 		<p>VCD/DVD</p> <ul style="list-style-type: none"> SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americaneenglish.state.gov/files/ae/resources/e_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>Unsur kebahasaan</i></p> <p>(1) Past Simple, Present Perfect</p> <p>(2) Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p>yang terstruktur.</p> <ul style="list-style-type: none"> Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris selama proses pembelajaran. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan kalimat <i>PastSimple</i> dan <i>Present Perfect tense</i> yang telah dipelajari dengan ungkapan-ungkapan lainnya. Siswa membandingkan antara kalimat <i>PastSimple</i> dan <i>Present Perfect tense</i> dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris 	<p>pembelajaran di setiap tahapan</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar Kumpulan hasil tes dan latihan. Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam jurnal belajarnya.			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan</p>	<p>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p><i>Fungsi sosial</i></p> <p>Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.</p> <p><i>Struktur text</i></p> <p>(1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, tempat wisata, dan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. Siswa menirukan contoh secara terbimbing. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskriptif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks deskriptif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal didepan kelas / berpasangan Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur 	9 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americaneenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

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tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	<p>bangunan bersejarah terkenal dan bagiannya, dan</p> <p>(3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p>	<p>dengan pengucapan, tekanan kata dan intonasi yang tepat</p> <ul style="list-style-type: none"> Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari <p>Mengasosiasi</p> <ul style="list-style-type: none"> Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. Siswa mengelompokkan teks deskripsi sesuai dengan fungsinya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. 	<p>kebahasaan dalam membuat teks deskriptif</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.</p>	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya Siswa menyunting deskripsi yang dibuat teman. Siswa menyampaikan deskripsinya didepan guru dan teman dan memublikasikannya di mading. Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai. Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami. Siswa dapat menggunakan 'learning journal' 	<p>rekaman monolog teks deskriptif.</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mendukung proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain 		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</p>	<p>Teks tulis berbentuk announcement (pemberitahuan)</p> <p><i>Fungsi sosial</i></p> <p>Memberikan informasi dengan atau tanpa perintah</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca teks <i>announcement</i> dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. Siswa mencoba menirukan 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks <i>announcement</i> Ketepatan unsur kebahasaan: tata 	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglis

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<p>fungsional</p> <p>3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (<i>announcement</i>), sesuai dengan konteks penggunaannya.</p> <p>4.11. Menangkap makna pemberitahuan (<i>announcement</i>).</p> <p>4.12. Menyusun teks tulis pemberitahuan (<i>announcement</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>atau petunjuk yang harus diikuti, untuk memperlancar informasi antara guru, siswa, kepala sekolah, dan staf administrasi</p> <p><i>Struktur Teks</i></p> <p>Ungkapan yang lazim digunakan dalam teks <i>announcement</i> di media massa maupun di internet, secara urut dan runtut.</p> <p><i>Unsur kebahasaan</i></p> <p>Kosa kata, tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancar dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi</p> <p><i>Multimedia:</i></p>	<p>pengucapannya dan menuliskan teks yang digunakan.</p> <ul style="list-style-type: none"> Siswa belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses <i>skimming</i> dan <i>scanning</i> untuk mendapatkan informasi khusus. <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks pemberitahuan dalam bahasa Inggris, perbedaan teks pemberitahuan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari teks lain untuk mendengarkan/membaca teks <i>announcement</i> dengan strategi yang digunakan dari berbagai sumber. Siswa berlatih membaca teks <i>announcement</i> dengan strategi yang digunakan bersama teman <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis teks <i>announcement</i> dengan memperhatikan format penulisannya melalui strategi yang digunakan. 	<p>bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk pemberitahuan (<i>announcement</i>) di depan kelas Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks pemberitahuan (<i>announcement</i>) <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> kesantunan saat melakukan tindakan komunikasi perilaku tanggung 		<p>h.com</p> <ul style="list-style-type: none"> http://americaneenglish.state.gov/files/ae/resources/e_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	Layout, dekorasi, yang membuat tampilan teks lebih menarik	<ul style="list-style-type: none"> Siswa membandingkan teks <i>announcement</i> yang didengar/dibacakan dari guru dengan yang dipelajari dari berbagai sumber lain. Secara berkelompok siswa mendiskusikan teks <i>announcement</i> yang mereka temukan dari sumber lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat teks <i>announcement</i> dalam kerja kelompok Siswa menyampaikan pemberitahuan secara tertulis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks Membuat jurnal belajar (<i>learning journal</i>) 	<p>jawab, peduli, kerjasama, dan cinta</p> <p>damai, dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks pemberitahuan Kumpulan karya siswa yang mendukung proses penulisan teks pemberitahuan berupa: draft, revisi, editing sampai hasil terbaik 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>untuk dipublikasi</p> <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>recount</i> sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</p> <p>4.13. Menangkap makna dalam teks <i>recount</i> lisan dan tulis sederhana.</p> <p>4.14. Menyusun teks <i>recount</i> lisan dan tulis sederhana tentang pengalaman/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks</p>	<p>Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kejadian/peristiwa.</p> <p><i>Fungsi sosial</i></p> <p>Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.</p> <p><i>Struktur</i></p> <p>a. Menyebutkan tindakan/peristiwa/kejadian secara umum</p> <p>b. Menyebutkan urutan tindakan/kejadian/peristiwa secara kronologis,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks <i>recount</i> tentang pengalaman/kejadian/peristiwa yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <i>recount</i> <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.. Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks <i>recount</i> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk <i>recount</i> dalam kelompok / berpasangan/ didepan 	7 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americaneenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.</p> <p>(2) Penyebutan kata benda</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab,</p>	<p>informasi tertentu dalam recount</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari beberapa text recount dari berbagai sumber. Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi text recount. Siswa secara berkelompok menuliskan /menyalin teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/ kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa saling menganalisis teks <i>recount</i> tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu 	<p>kelas</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks recount <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> kesantunan saat melakukan tindakan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Kesungguhan siswa dalam proses pembelajaran di setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	disiplin.	<p>dari teks.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat teks recount sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. Siswa mempresentasikannya di kelas Siswa membuat kliping teks recount dengan menyalin dari beberapa sumber. Siswa membuat jurnal belajar (<i>learning journal</i>) 	<ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks recount. Kumpulan karya siswa yang mendukung proses penulisan teks recount berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya. 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana</p>	<p>Teks naratif lisan dan tulis berbentuk legenda sederhana.</p> <p><i>Fungsi sosial</i></p> <p>Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.</p> <p><i>Struktur</i></p> <p>a. Pengenalan tokoh dan setting</p> <p>b. Komplikasi terhadap tokoh utama</p> <p>c. Solusi dan akhir cerita</p> <p><i>Unsur kebahasaan</i></p> <p>(3) Kata-kata terkait karakter, watak, dan setting dalam legenda</p> <p>(4) Modal auxiliary verbs.</p> <p>(4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(5) Ucapan, tekanan kata, intonasi, ketika</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari cerita legenda Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca beberapa text legenda dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks naratif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p>	6 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americaneenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>mempresentasikan secara lisan</p> <p>(6) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>	<ul style="list-style-type: none"> Siswa melengkapi rumpang dari beberapa teks legenda sederhana Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks legenda. Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. 	<p>Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi Ketepatan dan kesesuaian menggunakan strategi dalam membaca Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. Siswa membuat 'learning journal' 	<ul style="list-style-type: none"> Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.11. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.16. Menangkap makna lagu sederhana.</p>	<p>Lagu sederhana</p> <p><i>Fungsi sosial</i></p> <p>Menghibur, mengungkapkan perasaan, mengajarkan pesan moral</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya Siswa menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang didengar <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa memperoleh pengetahuan tambahan tentang kosa kata dan pesan 	<p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu Kesungguhan siswa dalam proses pembelajaran dalam 	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD www.youtube SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>ketika mempresentasikan secara lisan</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku yang menginspirasi.</p>	<p>dalam lagu</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membacakan lirik lagu yang disalin kepada teman sebangku Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat Siswa berdiskusi tentang pesan lagu yang didengar <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyalin <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalisis tentang pesan di dalam lagu-lagu tersebut Antarsiswa melakukan penilaian terhadap kumpulan lagu yang dibuat. 	<p>setiap tahapan</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

Table 4
Facilities and Infrastructure of MA Miftahul Huda Lehan East Lampung

No	Facilities	Total of Rooms
1	Madrasa principal's room	1
2	Administrative room	1
3	Teacher's room	1
4	Multimedia room	1
5	Library	1
6	Classrooms	4
7	Prayer room	1
8	Ceremonial field	1
9	Football field	1
10	Volleyball field	1
11	Toilet	1

Table 5
Total of the Tenth Graders Students of MA Miftahul Huda Lehan
East Lampung

No	Name	Gender
1	Aisah Nahdiyah	Female
2	Amelia Rosanti	Female
3	Dewa Saputra	Male
4	Heriyanti	Female
5	Ita Lestari	Female
6	Irwandiyansyah	Male
7	Ihda Sofi Assalafy	Female
8	Jesik Reviana	Female
9	Jarwinah	Female
10	Kafiyatul Fahmy	Male
11	Kelvin Prasetya	Male
12	Kiren Marli	Male
13	M. Qorenasation	Male
14	M Reza Zulkarnain	Male
15	M Kayyi M Yuro	Male
16	Miftahudin	Male
17	M Solihin	Male
18	M Taib Azzuri	Male
19	Redi S	Male

Table 6
The English Score of the Tenth Graders at MA Miftahul Huda Lehan
East Lampung

No	Name	Final Score
1	Aisah Nahdiyah	80
2	Amelia Rosanti	75
3	Dewa Saputra	80
4	Heriyanti	70
5	Ita Lestari	70
6	Irwandiyansyah	80
7	Ihda Sofi Assalafy	76
8	Jesik Reviana	75
9	Jarwinah	80
10	Kafiyatul Fahmy	75
11	Kelvin Prasetya	70
12	Kiren Marli	70
13	M. Qorenasation	75
14	M Reza Zulkarnain	70
15	M Kayyi M Yuro	70
16	Miftahudin	70
17	M Solihin	75
18	M Taib Azzuri	70
19	Redi S	70

Figure 8
Teacher Documentations when Implementing the Demonstration Strategy in Classroom





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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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Nomor : B-0430/In.28/J/TL.01/02/2022
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA MA MIFTAHUL HUDA
LEHAN
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **VIVI ARSITA NURZULIANE**
NPM : 1801071061
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris
Judul : AN ANALYSIS OF TEACHERS STRATEGIES IN
TEACHING LISTENING COMPREHENSION AT MA
MIFTAHUL HUDA LEHAN

untuk melakukan prasurvey di MA MIFTAHUL HUDA LEHAN, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 11 Februari 2022

Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004



**YAYASAN PONDOK PESANTRAN MIFTAHUL HUDA
MADRASAH ALIYAH MIFTAHUL HUDA LEHAN
KECAMATAN BUMI AGUNG
LAMPUNG TIMUR**

Alamat: Jln Raya Pasar Gunung Terang Catur Swako Kec. Bumi Agung Kab. Lampung Timur 34182

10 Februari 2023

Nomor : B-0430/In.28/J/TL.01/02/2022
Lampiran : -
Perihal : **Kesediaan Menerima Izin Prasurvey**

Kepada Yth,
Ketua Jurusan Tadris Bahasa Inggris
Institut Agama Islam Negeri Metro
Jl. Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung

Assalamualaikum Warahmatullahi Wabarakatuh

Semoga Allah SWT senantiasa melimpahkan rahmat dan hidayah-Nya kepada kita semua agar diberikan kesehatan dan kesuksesan dalam menjalankan aktivitas keseharian. Aamiin.

Menindaklanjuti surat saudara nomor: B-0430/In.28/J/TL.01/02/2022 tanggal 10 Februari 2023 perihal Izin Prasurvey, dengan ini kami sampaikan bahwa kami tidak keberatan untuk memberikan Izin Pra Survey kepada Mahasiswa/I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro dengan data sebagai berikut :

Nama : Vivi Arsita Nurzuliane
NPM : 1801071061
Jurusan/Prodi : Tadris Bahas Inggris
Judul : AN ANALYSIS OF TEACHER STRATEGIES IN
TEACHING ENGLISH OF THE TENTH
GRADERS AT MA MIFATHUL HUDA LEHAN

Demikian kami sampaikan, atas perhatian dan kerjasamanya kami ucapkan terimakasih.

Wassalamualaikum Warahmatullahi Wabarakatuh

Kepala MA MIFTAHUL HUDA LEHAN



Mashuri, M.M.Pd



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

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Nomor : B-2136/In.28.1/J/TL.00/05/2023
 Lampiran : -
 Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
 Aria Septi Anggaira (Pembimbing 1)
 (Pembimbing 2)
 di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: VIVI ARSITA NURZULIANE
NPM	: 1801071061
Semester	: 10 (Sepuluh)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: AN ANALYSIS OF THE TEACHER STRATEGIES ON TEACHING ENGLISH OF THE TENTH GRADERS AT MA MIFTAHUL HUDA LEHAN EAST LAMPUNG

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 11 Mei 2023
 Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004

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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : *Vwi Arsitek Nurzuliane*
 NPM : 1801071061

Jurusan : TBI
 Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Dosen
		I	II		
1.	20 th of January 2023			Chapter I	<i>Am.</i>
2.	21 th of January 2023			Chapter I, II, III	<i>Am.</i>
3.	13 th of January 2023			Chapter I, II	<i>Am.</i>
4.	14 of January 2023			Chapter I Acc for proposal seminar	<i>Am.</i>
5.	10 th of April 2023			Acc APD	<i>Am.</i>

Mengetahui
 Ketua Jurusan TBI

Andianto, M.Pd
 NIP.19871102 2015031 004

Dosen Pembimbing I

Dr. Aria Septi Anggaira, M.Pd
 NIDN. 197909292005022006




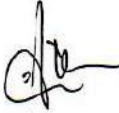
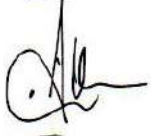

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Vivi Arsita Nurzuliane NPM : 1801071061
Jurusan : TBI Semester : X

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Rabu, 7 June 23	Mam Aria	Chapter 4 & 5	
2.	Jum'at 9 June 23	Mam Aria	Abstract & Reccomendation	
3.	Senin, 12 June 23	Mam Aria	Reccomendation	
4.	Senin, 12 June 23	Mam Aria	Acc for Munawaroh	

Mengetahui

Ketua Jurusan TBI



Andiarto, M.Pd

NIP. 198711022015031004

Dosen Pembimbing



Dr. Aria Septi Anggaira, M.Pd

NIP. 197909292005022006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-2295/In.28/D.1/TL.00/05/2023

Lampiran : -

Perihal : **IZIN RESEARCH**

Kepada Yth.,

KEPALA MA MIFTAHUL HUDA

LEHAN LAMPUNG TIMUR

di-

Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2296/In.28/D.1/TL.01/05/2023, tanggal 17 Mei 2023 atas nama saudara:

Nama : **VIVI ARSITA NURZULIANE**

NPM : 1801071061

Semester : 10 (Sepuluh)

Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MIFTAHUL HUDA LEHAN LAMPUNG TIMUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE TEACHER STRATEGIES ON TEACHING ENGLISH OF THE TENTH GRADERS AT MA MIFTAHUL HUDA LEHAN EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 17 Mei 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



YAYASAN PONDOK PESANTREN MIFTAHUL HUDA

MADRASAH ALIYAH MIFTAHUL HUDA LEHAN

NSM : 131218070013 NPSN : 10816302

Alamat : Jalan Pasar Gunung Terang –Catur Swako Kec. Bumi Agung Lampung Ti-nur

Nomor : 130/MA.180/V/2023

Bumi Agung, 23 Mei 2023

Hal : Balasan Penelitian

Kepada Yth.

Dekan Fakultas IAIN Metro

Di **M E T R O**

Sesuai surat permohonan penelitian tanggal 12 Mei 2023 permohonan ijin penelitian pada mahasiswa :

Nama : **VIVI ARSITA NURZULIANE**

NPM : 1801071061

Fakultas : **TARBIYAH DAN ILMU KEGURUAN**

Jurusan : **Tadris Bahasa Inggris (PBI)**

Judul Skripsi : **AN ANALYSIS OF THE TEACHER STRATEGIES ON TEACHING ENGLISH OF THE TENTH GRADERS AT MA MIFTAHUL HUDA LEHAN EAST LAMPUNG**

Dengan ini memberikan izin untuk melakukan penelitian di lembaga kami sesuai jadwal dan ketentuan yang berlaku.

Demikian surat balasan ini kami sampaikan . dan dapat dipergunakan sebagaimana mestinya.

Bumi Agung, 23 Mei 2023

Kepala Madrasa Aliyah



MASHURI, S.Pd.I



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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SURAT TUGAS

Nomor: B-2296/In.28/D.1/TL.01/05/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **VIVI ARSITA NURZULIANE**
NPM : 1801071061
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA MIFTAHUL HUDA LEHAN LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE TEACHER STRATEGIES ON TEACHING ENGLISH OF THE TENTH GRADERS AT MA MIFTAHUL HUDA LEHAN EAST LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 17 Mei 2023

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



Mendatangi,
Pejabat Setempat

Handwritten signature: NURSHURI M.Pd



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-428/In.28/S/U.1/OT.01/05/2023**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Vivi Arsita Nurzuliane
NPM : 1801071061
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801071061

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 25 Mei 2023
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa

Nama : Vivi Arsita Nurzuliane
NPM : 1801071061
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, Juni 2023
Ketua Prodi TBI

Andianto, M.Pd
NIP. 1987 1102 201503 1 004

AN ANALYSIS OF THE TEACHER STRATEGIES ON TEACHING ENGLISH OF THE TENTH GRADERS AT MA MIFTAHUL HUDA LEHAN EAST LAMPUNG

by Vivi Arsita Nurzuliane 1801071061

Submission date: 14-Jun-2023 01:22PM (UTC+0700)

Submission ID: 2115771415

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AN ANALYSIS OF THE TEACHER STRATEGIES ON TEACHING ENGLISH OF THE TENTH GRADERS AT MA MIFTAHUL HUDA LEHAN EAST LAMPUNG

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CURRICULUM VITAE



The researcher, Vivi Arsita Nurzuliane was born in Muarajaya, July 3rd 2000. She is the first child of 2 siblings. He was raised by his dashing and beautiful parents, Nyamiran and Siti Rohani.

The first time he attended Kindergarten Karya Utama, South Rawajitu in 2005-2006. Then, at SD Negeri 2 Bumi Dipasena Makmur in 2006-2012. After completing his education at Elementary School, he continued his studies at SMP Negeri 1 Rawajitu Timur in 2012-2015. In the 2015-2018 period, he attended MA Miftahul Huda Lehan, East Lampung. After graduating from MA in 2018, then continuing to become an undergraduate student at the English Language Education Study Program (PBI) at the State Institute for Islamic Studies of Metro (IAIN Metro).