



**ANALYSIS OF ENGLISH AS FOREIGN LANGUAGE
TEACHING STRATEGIES IN IMPROVING
STUDENTS' LANGUAGE SKILLS : THE CASE OF
SMK NEGERI 3 PATI IN THE ACADEMIC YEAR
2022/2023**

Final Project

Submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan* in English

by

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND ARTS EDUCATION
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2022

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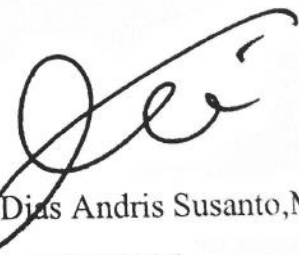
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DEDICATION

This final project is dedicated to :

1. My beloved parents, my mother Kartini and my father Warsono for their endless love, prayers, support, advice, and hard work, thoughts and energy in praying attention to my education so far. You are my inspiration in achieving my success.
2. My beloved brother, thank you for all the support from the beginning of my education until I was finally able to finish it. Thank you for everything.
3. My beloved partner, thank you for all the encouragement that has always been given from the beginning to the end of writing this final project.

MOTTO

**“IF YOU DON’T GO AFTER WHAT YOU WANT, YOU WILL NEVER
HAVE IT. AND IF YOU DON’T ASK, THE ANSWER IS ALWAYS NO.
ALSO IF YOU DON’T STEP FORWARD, YOU’RE ALWAYS IN THE
SAME PLACE”**

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ABSTRACT

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Keywords : Teaching strategies, english skills, foreign language

The research aimed to find out (1) Teaching strategies used by teacher in improving students English language skills. (2) The students' perception of teaching strategy used by teacher in improving students English language skills. The data were conducted on August 2022 from the teacher and students of tenth grades at SMK Negeri 3 Pati.

This research used descriptive qualitative method; the instruments were an observation and interview. The observation was used to observe the teacher of the tenth grade students at SMK N 3 Pati and the interview was distributed to the students of the tenth grade.

The findings of the research showed that the english teaching strategies used by the teacher in improving students language skills. By using several learning support media in the form of Microsoft Teams, WhatsApp, and modules. The results of student interviews showed that many students gave positive perceptions toward the teaching strategies used by teachers, they were being happy, being more active, being more excited in learning English, they were easier to understand the materials, find new ideas, expressive, and they can practice it in daily life. Whereas there were also some students gave negative perception toward teaching strategies used by the teacher in improving students language skill that they cannot be enthusiastic to learn English, because they were lazy, being wary and afraid of being wrong in learning English.

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CHAPTER I

INTRODUCTION

This chapter presents an introduction consisting of a background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significances of the study, definition of the key terms and outline of the study.

A. Background of the Study

The teacher is the main key in teaching and learning activities. Teachers have an important role in the success of students in the learning process, especially learning English as a foreign language in Indonesia. So as a teacher, you must be able to know the best strategies that can be applied to teach English. According to (Killen, 1998; Syafryadin, 2020) Teaching strategy is one of the supporting factors that will help the teacher's teaching process in the classroom. In the teaching and learning process, teaching strategies play an important role. This can help teachers to facilitate student learning activities. In addition, it is also a way that can be used by teachers to make the teaching and learning process more effective and interesting so that it can have a significant influence on students because they learn by doing.

In the process of teaching English itself, the learning objectives desired by the teacher are also often not achieved properly and have an impact on student achievement. This is caused by several factors that influence the process, namely teachers who still have difficulty in choosing the right teaching methods and strategies to use, or even students who have

difficulty learning English because they are not familiar with foreign languages in their social community. In addition, the lack of student motivation in learning foreign languages also affects the level of foreign language skills they have.

However, the main discussion in this research is strategies in teaching to improve students' English language skills. Because the teaching strategies that are not appropriate often make it difficult for students to accept the lessons conveyed by the teacher. In addition, it also reduces the enthusiasm or motivation of students to learn. Therefore, appropriate and fun teaching strategies are needed to teach in the classroom. As stated by Taba and others 1994 (Jianping Xia, 2020: 452) "that teaching strategies need to be used in the teaching process in order to motivate students to produce creative thinking."

In accordance with the experience of researchers during the internship program (Magang 3) which is carried out in schools. It is known that students feel less interested in learning a foreign language, because according to them learning a foreign language has a higher level of difficulty than the language of their own country. This is because students have to memorize vocabulary, then practice writing, and also practice speaking. This of course takes a long time so many students feel lazy to practice or even study. This is what makes them always think that a foreign language is a difficult language to learn. Therefore, it is difficult for students to improve their skills in speaking English. So in this case the teacher is

expected to be able to create interesting and innovative learning strategies so that students have the enthusiasm to learn English as a foreign language.

Based on these problems, it can be seen that students have difficulty in improving foreign language skills due to lack of enthusiasm and motivation to learn them. So here the researcher tries to do research on the teaching strategies used by teachers to students, regarding what teaching strategies can be used to improve students' abilities in foreign languages. For example, showing short films in English, listening to English songs, or training students to write short stories. Some examples of these strategies will be able to help improve students' ability in foreign languages. Therefore, the researcher focuses on research with the title "**Analysis of English as Foreign Language Teaching Strategies in Improving Student's Language Skills: The Case of SMK Negeri 3 Pati in the Academic Year 2022/2023**".

B. Reasons for Choosing the Topic

Based on the background of the study above, there are many reasons for choosing the topic. They are as follows :

1. The researcher chose the topic with this background because the researcher wanted to know the extent of the application of learning English in schools as a foreign language. In addition, they also want to know how the English teaching strategies take place in schools.

2. The researcher chose this topic to find out the students' enthusiasm in learning English as a foreign language.
3. Researchers chose this topic in the hope of knowing good teaching strategies and also being able to support the learning strategies provided by teachers in schools to make them better and more interesting. So that with this research, teachers can get more inspiration to develop good and interesting teaching strategies for students, especially for learning English as a foreign language.

C. Statements of the Problem

Based on the background of the study that has been explained above, the researcher formulates the statements of the problems as the followings:

1. What teaching strategies are used by teachers to improve students' foreign language skills?
2. How is the students' perceptions of teaching strategies provided by the teacher to improve students foreign language skills?

D. Objectives of the Study

Based on the statement of the problems that has been stated above, the researcher formulates the objectives of the study as the following :

1. To find out the strategies of English teachers to learn English as a foreign language.
2. To find out the extent to which the implementation of learning strategies used by teachers to improve students' foreign language skills.

3. To determine student's perceptions of the effectiveness of the use of learning strategies used by teachers.

E. Significance of the Study

After conducting the research, the researcher hopes that the results of this research can be accepted and can also have a good impact on readers, especially students. Given that English is a foreign language that has such an important role in this era of globalization. This research will also be a good means for learning to increase students' confidence in using English as a foreign language.

In addition, the researcher hopes that this research can be useful for :

1. The teacher

English teachers are expected to improve the quality of teaching and develop learning strategies to be more interesting so as to motivate students to learn and improve students' English skills as a foreign language.

2. The reader

To the readers, the researcher hopes that the results of this research can be useful and can help readers to get more information about English learning strategies as an effort to improve foreign language skills.

3. The researcher

The researcher hopes that the results of this study can provide useful informatio to increase the knowledge and experience of the researchers themselves in the future. Especially in improving the strategy of learning English as a foreign language.

F. Definition of Key Terms

To avoid misunderstanding in reading or interpreting this research, the researcher defines the key terms as follows:

1. Analysis

Wardi (Hadiyanto dan Makinuddin 2006) Analysis is an activity that contains a number of activities such as parsing, distinguishing, sorting something to be classified and regrouped according to certain criteria, then look for its meaning and interpret its meaning.

2. Teaching strategies

Teaching strategy can be defined as a plan, method or series activities to achieve particular educational goal (Richards, Jack C. & Rodgers. 1986).

3. English as Foreign Language

English as a Foreign Language is learning English in a non-English-speaking country. English as a Foreign Language is usually learned in environments where the language of the community and the school is not English.

4. Language skills

Language is essentially a skill. Which aim is to imparting information and fill the human mind with knowledge. Since language is a skill, it naturally comes under psychomotor domain. A skill may be called the ability to do something well. Swimming, playing, etc. are skills which people perform after acquiring them. Knowing about these things is an intellectual exercise

(cognition) and using or doing them is a skill (action). Language is a complex skill involving four sub-skills, which are as follows : listening, reading, writing, and speaking. (Dr. Noushad Husain, 2015).

5. SMK NEGERI 3 PATI

SMK Negeri 3 Pati is located in Jl. Kol. Sunandar No. 108, Ngagul Winong, Kecamatan Pati, Kabupaten Pati, Jawa Tengah 59112.

G. Outline of the Final Project

This study consists of five chapters. They are (1) Introduction, (2) review of related literature, (3) methodology of the study, (4) study findings and discussions, (5) conclusion and suggestions.

Chapter I is the introduction. This chapter consists of background of the study, reasons for choosing the topic, statement of the problem, objectives of the study, significaes of the study, definition of key terms, and outline of the final project.

Chapter II is the riview of the related literature. This chapter contains previous studies and related theoris. The previous studies explain some related studies that had been done before. The review of related theories discusses.

Chapter III is the methodology of the study. This chapter consists of study design, subject of the study, an instrument of the study, methods of data collection , and methods of data analysis.

Chapter IV is study findings and discussions. This chapter presents the result of the study that consists of data description and discussion.

Chapter V presents the conclusion of the study and suggestions based on the result of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related literature

This chapter consists an overview of previous research and related theories. The previous studies explain some related studies that had been done before. The review of related theoris discusses about english as foreign language, teaching strategies, and language skills.

1. English as Foreign Language

English is the international language. International English is the concept of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language. This language is mother tongue of nearly 320 million people and another 200 million people use it as second language. Stated by MF Patel and PM Jain (2008 : 6) English has been recognized as the most significant foreign language in Indonesia since the 1980s and this has witnessed tremendous growth since the early 1990s. Alwasilah in sitti syamsinar and Ahmad Johari (2014) states that recognition of English as a foreign language is based on government policies formulated through the DPR law. Government Guideline No. 55, 56 and 57/1988. This guideline approved the use of English language in schools.

In Indonesia, English is considered a foreign language because Indonesian people don't use it for daily communication. Instead, they use Indonesian as a means of communication. However, seeing the demands of

the world community who need English as an international language of instruction, the Indonesian government makes English a subject that must be mastered by students; it is shown because English is one of the few subjects studied and tested in high school. This is according with Mandasari and Oktaviani (2018) that the English curriculum has been taught for 6 years starting from high school to higher education levels.

Based on the understanding of English as a foreign language that has been stated previously, English is a foreign language that is used as an international medium of instruction. Therefore, the government requires English to be studied in schools as a foreign language. It aims to improve students' foreign language skills. So that students have good abilities in facing international competition.

2. Teaching Strategies

Teaching strategy can be defined as a plan, method or series activities to achieve particular educational goal (Richards, Jack C. & Rodgers. 1986). In addition teaching strategies are defined as the role taken by teacher or a teaching device such as computer, programmed text, or television set in order to facilitate learning. 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 adapt to students’ cognitive needs in specific teaching situations” (Zhang & Yu, 1996 in Jianping Xia, 2020). So, teaching strategy is an effort or method used by teachers to help achieve the goals in carrying out the

teaching process based on methods, efforts or methods, procedures used by teachers in transferring their knowledge to students. And also the teaching strategy can be said as a plan or a series of arrangements made by the teacher in learning so that learning can run effectively by using appropriate learning strategies.

A teacher is certainly required to have pedagogical competencies, strategies, and methods. In order for a learning process to be delivered better and more effectively, teachers need a strategy to support the teaching process, and this strategy plays an important role in creating more effective and active learning so that students are interested in learning. Therefore, the strategy is very important to be owned and mastered by a teacher.

2.1 Types of Teaching Strategies

There are many types of English teaching strategies that can be applied in language teaching, one of which according to Michae and Harris (1999) offers a description of strategies that are categorized into six types of strategies:

a. Memory strategy

Memory strategy is enabling students to learn and gain information in an orderly string through sounds, images, a combination of sound and images, body movement, mechanical- means, location. It helps learners to memorize the target language better.

b. Cognitive strategy

The cognitive strategy is enabling students to create language materials through reasoning, analysis, summarizing, synthesizing, note-taking, outlining, reorganizing information, practicing in a natural setting, reviewing sounds and images. It significantly affects the students' English language proficiency.

c. Compensation strategy

Compensation strategy is enabling students to guess from the context in listening and reading by using a synonym to complete speaking and writing skills. Gesture and pause words help learners to complete the missing knowledge. Compensation strategy helps learners by providing learning aids which might characterize how they learn a language.

d. Metacognitive strategy

The metacognitive strategy is used to manage the overall learning process. This strategy enables students to plan the task, collecting the materials, arranging the planning, supervising the error, and evaluate the task. It is significantly helpful and does affect a cognitive strategy and function as an execution of cognitive strategy.

e. Affective strategy

The affective strategy is enabling students by identifying mood and anxiety level. It helps students to determine the feeling, giving

reward toward one's good performance, to employ positive self-talk, to relieve their feeling. This strategy is helpful for students to be motivated learners.

f. social strategy

Social strategy is enabling students to ask a question to get confirmation and clarification, ask for help in completing language task, make an effort to talk to nativespeakers, explore a culture and social norms. It is significantly helpful to understand the target language and target culture.

2.2 Teaching Strategies in Motivating Students

Motivation is one of the important things in the learning process. Because with the motivation can increase the interest or willingness of students in learning, especially in learning English. As stated by (Dörnyei; 1988 in Myeong-hee Shin; 2018) that motivation is a fundamental force for students when learning a language. Expectancy value theory (Eccles & Wigfield, 1995), reveals that motivation is usually a combination of student needs and goals. Therefore, motivation has an important role in the success of teaching strategies. According to (Dörnyei: 2001 in Hardiana Budiarti 2018) there are aspects that are needed to create motivation, one of which is creating good relationships between teachers and students, another aspect that also supports the creation of motivation is creating a pleasant classroom atmosphere to support cohesive study and study

groups. These three aspects support to facilitate teachers in creating learning motivation in the classroom.

Therefore, the teacher uses several strategies to increase student motivation in the teaching and learning process. In accordance with Shi (2017) which states that appropriate language learning strategies result from greater motivation and self-confidence. Strategy instruction can enhance learner self-efficacy and autonomous learning and help learners to take responsibility for their own learning. Teachers also need to provide students with access to methodological resources and appropriate learning strategies, modeling strategies, and guidance to help students make progress and achieve academic success.

2.3 Teaching Strategies in the teaching and learning proses in the classroom.

The teaching and learning process is something that happens every day at school, especially in the classroom. in the teaching and learning process in the classroom, of course, it requires teaching strategies so that learning becomes interesting and not boring for students. Especially in learning English as a foreign language. Students certainly need strategies that can help make it easier for them to improve their ability to speak English.

Based on the previous definition, strategy is an important part that must exist in the teaching and learning process. So teachers need to apply interesting and innovative teaching strategies. In this case, there are several

kinds of English teaching strategies that can be applied in the teaching and learning process of English in the classroom. According to (Roy Killen in Anrems Rafika Hayati and others 2021) the teaching strategies are as follows :

a. Direct Instruction

Direct instruction involves the direct transfer of knowledge from the teacher to a student, as described above, and is highly regimented and teacher-centered. The teacher also does the most of the talking during direct instruction.

b. Discussion

Discussion can be used in any classroom environment by students to test their own ideas against those of other students. The teacher will facilitate the discussion and guide the discussion in the right direction if it strays.

c. Small-group Work

Small-group work is an activity that focuses on the students and the teacher should facilitate and give guidance to the different groups. The main goal is to produce evidence of their understanding. Small-group work can include a wide variety of activities. These activities can include small-group discussion, completing worksheets, solving problems or making presentations.

d. Co-operative Learning

Co-operative learning can take place within small groups or between two students working together. Students learn from each other and the teacher should pair students who will work effectively together.

e. Blended Learning

Blended learning is a systematic and strategic approach which combines face to face modes and online learning interaction in various disciplines. The definition is based on Watson et al (2015: 5)

f. Problem Solving

Problem-solving is a strategy that is widely used in classrooms. The students should solve the problem themselves using their prior knowledge to guide them towards a solution.

g. Research

Research can be used as a teaching strategy to promote self-learning and allow the students to discover new information on their own. Research can take the form of an investigation or guided research using materials such as books or the internet.

h. Role Play

This helps the students to solve problems and use the knowledge that they have acquired in a situation that resembles

a real life situation. Role-play can help the students to understand information and to see its value.

i. Case Study

A case study can be combined with research, small-group work or co- operative learning. This strategy can be used to gather data in real-life situations and to analyze the data using problem-solving methods. This can help the students apply knowledge from the classroom and analyze data to present useful information.

j. Writing

Writing is a good way of testing the students' knowledge and their understanding. It reveals their ability to write and tests whether they can relay information effectively. Through writing students can represent their opinions and also deal with problems that they might encounter in the classroom.

2.4 Students perceptions of teaching strategies

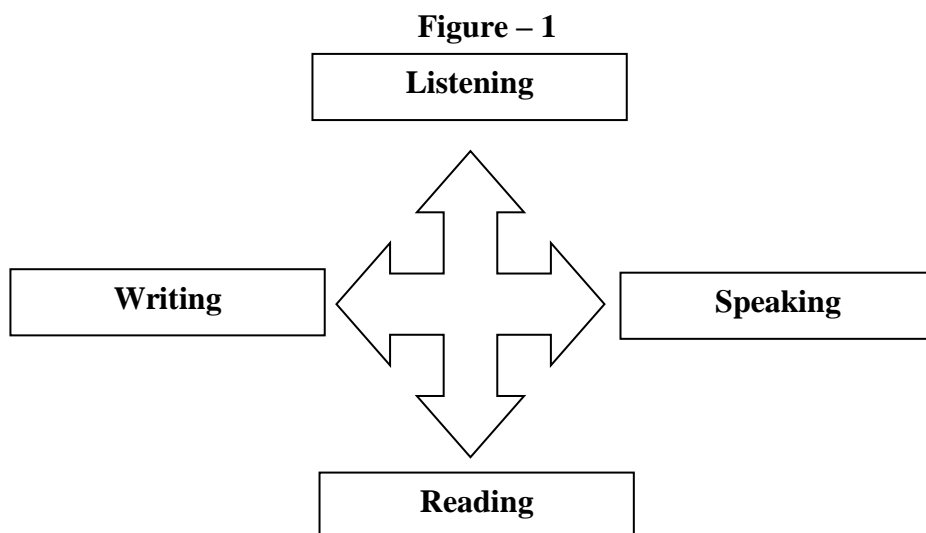
Student perception is what is needed by the teacher to find out the extent to which students can understand the teaching and learning process in the classroom. Students' perceptions are expected to provide input to the teacher regarding the strategies used in the teaching and learning process. Because those who feel the impact of the teaching strategies provided by the teacher are students. Therefore, students' perceptions of the teacher's teaching strategies are needed so that teachers can find out the strategies

used have been conveyed well or are still lacking. That way the teacher can evaluate the learning strategies used to match the opinions or perceptions of students. So that in the future the teaching strategies used are more interesting and effective in motivating students to improve their ability in foreign languages.

3. Language skills

3.1 Definition of Language skill

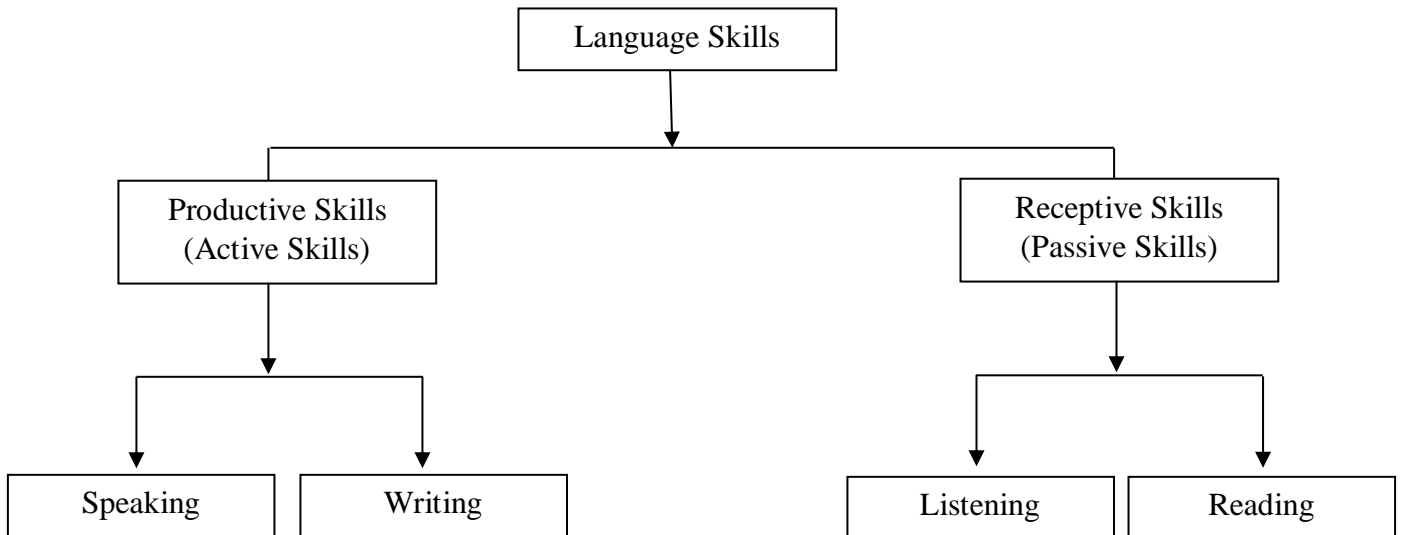
Language is essentially a skill. It is not a content-based subject like- Science, Social Studies, Commerce, Mathematics, etc., which aim is to imparting information and fill the human mind with knowledge. Since language is a skill, it naturally comes under psychomotor domain. A skill may be called the ability to do something well. Swimming, playing, etc. are skills which people perform after acquiring them. Knowing about these things is an intellectual exercise (cognition) and using or doing them is a skill (action). Language is a complex skill involving four sub-skills, which are as follows :



3.2 Classification of Language skills

The four and fundamental language skills, namely : (Listening, Speaking, Reading and Writing) may be further classified into two parts;

Figure – 2



Speaking and writing are called productive skills because while using these skills a learner/user is not only active but also produces sounds in speaking and symbols (letters, etc.) in writing, on the other hand, listening and reading are considered receptive skills because here a learner is generally passive and receives information either through listening or reading. The following table gives a better idea of these skills.

Language Skills	Oral	Written
Receptive	Listening	Reading
Productive	Speaking	Writing

B. Previous Study

This study is not the first to conduct research that focuses on teaching strategies to improve students' language skills. However, there have been many previous studies on previous assessments. Previous research is a collection of research results that have the same relationship or related literature with this research. Some of these studies are as follows:

The first research was conducted by Alfred Irambong and Kumaidi (2015) entitled "The Effectiveness of English Teaching Program in Senior High School : A case Study". This study evaluates the effectiveness of an English teaching program in the eleventh grade of high school. This research is a summative case study with mixed methods. Descriptive statistics were used to analyze quantitative and qualitative data followed by descriptive analysis following the Context, Input, Process, and Product model. The informants were 43 students of SMA N 3 Yogyakarta and two English teachers at the school. The findings reveal that the program objectives, class conditions, needs and barriers of students are in the effective category. In the input component, it was found that both teachers were qualified and experienced. The component process shows that teaching materials, teaching methods, teaching activities and assessments are in the effective category. The product component shows that the English scores, student needs and barriers are in the effective category. However, these teaching materials are included in the 'ineffective' category.

The second study was conducted by Ira Sarmita Samad (2016) entitled "A Study on English Teachers' Teaching Approaches, Methods, and

Techniques at a State Senior High School in Enrekang, Indonesia”. This study aims to identify the approaches, methods and techniques used by English teachers at a public high school in Enrekang, Indonesia in teaching English as a foreign language. In addition, the consistency of approaches, methods, and techniques was also identified. This study uses an exploratory qualitative research design. The subjects were all English teachers in the school who were selected through purposive sampling technique. After that, they were interviewed and observed to get data about the approaches, methods, and teaching techniques that were carried out. Their lesson plans are copied to get supporting data. Based on the findings and discussion, the approach used by teacher 1 is a communicative approach and behaviorism. Teacher 2 applies systemic functional linguistics and constructivism/cognitivism. Most of the techniques used by teacher 1 reflect the behaviorism approach or the principles of grammatical translation methods, while the techniques used by teacher 2 reflect behaviorism and constructivism. In terms of consistency, English teachers still show considerable inconsistency. However, compared to teacher 1, teacher 2 was more consistent. It was concluded that the two English teachers still needed further improvement regarding approaches, methods, and techniques for teaching English as a foreign language.

The Third research was conducted by Yoones Tavoosy and Reza Jelveh (2019) entitled “Language Teaching Strategies and Techniques Used to Support Students Learning in a Language other than their Mother Tongue”. This study examines language teaching strategies and techniques that can be

used in the classroom to improve students' learning in languages other than their mother tongue. This study aims to investigate previous research on learning models and increase teacher awareness of language learning and create resources for language teaching strategies, ideas and techniques for teachers to use when implementing units of inquiry.

The fourth research was conducted by Xiang Qunfe, Nabilah Abdullah, and Siti Maziha Mustapha (2021) with the title "Motivational Strategies and Their Effectiveness on Vocational College English Language Teaching in China". This study reports a study to find out what is the most effective motivational strategy in teaching English in vocational. The study was initiated by investigating and confirming the 10 most effective motivational strategies in teaching English in higher vocational colleges in China. And then a 10-week quasi-experiment was conducted to verify the effectiveness of this motivational strategy. After in-depth qualitative and quantitative analysis, the results show that: this motivational strategy is proven to help to stimulate higher vocational students' enthusiasm for learning English; applying these motivational strategies to higher level vocational English classes is conducive to enhancing the vitality of higher vocational English classes; higher vocational education The teaching of English based on effective motivational strategies is beneficial for mutual progress of teachers and students.

Based on the previous research above, it is different from the researcher's study. The first study evaluates the effectiveness of an English teaching program. Then the second research focuses on identifying the approaches,

methods and techniques used by English teachers in teaching English as a foreign language. Next, the third study examines strategies and techniques for teaching languages in languages other than their mother tongue. And the last research examines the most effective motivational strategies in teaching English. Therefore, the researcher makes a separate aspect that is not the same as previous research, namely determine teaching strategies and also the right way of implementing it in improving students' language skills.

BAB III

METHODOLOGY OF THE RESEARCH

This chapter presents research of design, subjects of the research, instrument, method of the data collection, and method of data analysis.

A. Research Design

This research method of this study is qualitative design. According to Denzin and Lincoln (2005:2) Qualitative research is multimethod in focus, involving an interpretative, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts – that describe routine and problematic moments and meanings in individuals' lives. Meanwhile, Hossein Nassaji (2020: 1) Qualitative research can be broadly defined as a kind of naturalistic inquiry and dealing with non-numeric data.

The qualitative research method according Gorbin and Strauss (2015) states that qualitative research broadly refers to a category of research approaches that produce findings without reliance on quantitative measurement or statistical analysis. And also qualitative methods commonly include individual and focus group interviews, participant observation, ethnography, and several other approaches. According

Malterud in Karin Lauman (2020:483) states qualitative research methods involve the systematic collection, organization, and interpretation of textual material derived from talk or observation. Qualitative research often involves analysis of textual data such as an interview transcript, notes from observations and documents.

Based on the explanation above, it can be concluded that the choice of this research method is because the research conducted by the researcher aims to describe what the researcher saw, heard, and felt in the field related to *“Analysis of English as a Foreign Language Teaching Strategy in improving Student’s language Skills : The Case of SMK Negeri 3 Pati”*. Where the resulting data is in the form of words, language, pictures, and does not emphasize numbers.

B. Subject of the Study

This research was conducted in teachers and students of SMK Negeri 3 Pati in the academic year 2022/2023. The research subjects that will be observed in this study are teachers and students. The researcher observed of the tenth grade with one English teacher teaching in the class. The population of tenth grade it consists of 34 students. The researcher took a sample of 34 students and one English teacher as the subject of the study.

C. Instrumen of the Study

In this reasearch instrument is an important part of research. The researcher has several maind kinds of data collection as follows :

1. Observation

In this case the researcher comes to class to make direct observations. By observing how teaching strategies are used in class, how to give instructions to students, and problem solving.

2. Interview

Interview are a way to get more detailed information about the teaching strategies used by teachers, what strategies are used, how to apply them when teaching, and how to find out whether the strategies are effective or not. In this case, the researcher interviewed the English teacher and students to find out the teacher's opinion and the students' opinion about the teaching strategy used.

3. Documentation

This documentation method is a method used by researchers to complete the data that has been obtained through the previous method, namely observation and interviews. In accordance with Sugiyono (2018:476) documentation is a method used to obtain data and information in the form of books, archives, documents, written numbers and pictures in the form of reports and information that can support research. Document studies are complementary to the use of observation or interview

methods, they will be more reliable or have high credibility if they are supported by photographs.

D. Method of Data Collection

In this research, the data was collected by the writer from the observation, interview, and documentation. Furthermore, the data collection method was applied by the writer as the following stages :

1. Data collection procedures for observation :

There are three steps in collecting data for observation :

- a. The researcher asked permission to the teachers first in order to join in the class.
- b. The researcher came to the class while the teacher begin the subject.
- c. The researcher observed the English teacher to know what teaching strategies was used by the teacher in teaching English in the classroom.

2. Data collection procedures for interview :

- a. The researcher made some questions for the teacher who selected as the subject of this research.
- b. The researcher interviewed the teacher face to face and records the answer.
- c. The researcher collected the data about students' perception of the strategies used by teacher in teaching english.

E. Method of Data Analysis

In qualitative research, analyzing data is used to know the probability theory by using statistic as stated by Herman (1992 : 122) in Nurul Apriyani (2020). Data analysis deals with the way to analyze the data obtained in this research. Arikunto (2006: 236) classifies the data of a descriptive study into two kinds of data. They are qualitative data which are in the form of words or sentences and quantitative data which are not in the form of numbers. Analyzing data refers to a processing the data that have been collected by researcher. It can ease the reader to understand the essential meaning and important parts of the data. Miles and Huberman (1984) in Sutopo (2002:95) stated that in analyzing the data, the researcher needs through some steps there are data reduction, data display, conclusion, and verification.

1. Data Collection

After identifying the problem, the researcher collected the data by interviewing students as information and observing the teaching and learning process to gain more supporting data. All the recording data and observation checklist were collected and then the researcher wrote the transcription of the recording from the transcription, the researcher got data. At this stage, the researcher identified the media used by English teacher and students perception.

2. Data Reduction

Data reduction is the process of taking and selecting the right data that appear in written-up field note or transcriptions according to needed

standard criteria. Data reduction occurs continuously throughout the life of any qualitatively oriented project. In this case, the researcher has to do the process of selecting, focusing, simplifying, abstracting, and transforming. We can conclude that data reduction, is an element of the data analysis which emphasizes, makes the data shorter, make the theme focused, and arranges the data, so the final conclusion can be drawn and verified well.

3. Data Display

Display of the data is a description of the data. As the second component in analyzing the data, this technique is used in arranging information, description or narration in order to draw conclusion. Miles and Huberman in Sugiyono (2010: 341) state that, “the most frequent form of display data for qualitative research data in the past has been narrative text”.

4. Conclusion and Verification

The researcher draws the conclusion of data after describing and interpreting the data continuously and throughout in the course of study as the outcome of interpretation. The researcher interprets the data taken and then makes conclusion. The outcome of this study is the analysis of english as a foreign language teaching strategies in improving student's language skills in SMK Negeri 3 Pati in the academic year 2022/2023.

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the “raw” data that appear in

written-up field notes. As the researcher sees, data reduction occurs continuously through-out the life of any qualitatively oriented project. In the process of data reduction, the researcher selected, focused, and simplifies the data. In this case, the researcher reduced the information from the research activities if the data were unimportant or did not support the data the researcher needed.

The researcher defines a “display” as an organized and action taking looking at displays helps the researcher to understand what is happening and going to do based on understanding. Displaying the data means describing the data form of description or narration. The technique is used in arranging the information, description or narration to draw the conclusion of presenting important data which led conclusion. Each of those important data arranged in the research findings was followed or completed by a code with refereed to the serial number of field note and then followed by the number of event or sequence in it.

The last stages of analysis activity is conclusion drawing and verification. It means that the researcher draws the conclusion of the data. Preliminary conclusions presented are still provisional, and will change if no strong evidences that support the next stage of data collection. However, if the conclusion presented is the credible conclusion. The conclusions in qualitative research may be able to answer the problems statements that have been formulated from the beginning, but maybe not, because of problems and problems statement

in qualitative research is still tentative and will be developed after research in the field. Conclusion expected in qualitative research is a new finding that had not been there. The findings could be a description or picture of an object that previously were not clear, so that after the investigation became clear.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter deals with the result of the research which divided into two selections, they were researcher findings and discussion where the findings outline the result of the data analysis was taken by observation checklist, interview, and documentation while the discussion presented the result of the research findings.

A. Research Findings

The subject of this research were tenth grades of SMK Negeri 3 Pati in the academic year 2022/2023. The instrument used observation, interview, and documentation toward teacher and students to collect the data. The data result of observation and interview as follows :

1. English Teaching Strategies used by the teacher in improving Students Language skills

Based on the observations and interviews that have been conducted by the researcher with the teacher on August 9, 2022. The researcher has known the teaching strategies used by the teacher as well as other supporting factors in improving students' English skills as a foreign language. One of the teaching strategies used is Blended Learning strategies.

Blended Learning strategies are mixed teaching strategies used by teachers to attract students' interest in learning a subject. So in this case the teacher used blended learning strategies to attract students' interest to improve their ability to speak English as a foreign language. At this time

this teaching strategy is considered more effective to improve students' English language skills. Because with this teaching strategy the teacher saw that students are more enthusiastic and happy in learning English as a foreign language.

In teaching using the Blended Learning strategy, the teacher also uses supporting media such as:

a. Microsoft Teams

Microsoft Teams is an Office 365 Groups, which is also a cross-app membership service that makes it easy for people to switch from one collaboration tool to another normally, maintain context, and share with others.

b. Whatsapp

WhatsApp is an instant messaging application for smartphones, when viewed from its function WhatsApp is almost the same as the SMS application that is usually used on old cellphones. But WhatsApp does not use credit, but internet data. and whatsapp has other advantages such as being able to send pictures, videos and much more. therefore at this time whatsapp is used to support online learning.

The results of these observations are supported by the results of interviews that have been conducted by researchers with teachers. The teacher provides an explanation of the teaching strategies used to attract students' interest in improving English as a foreign language. Based on the interviews with teachers, researchers get the following results:

a. Teacher preparation for teaching

Teachers must prepare for class, without a doubt. In addition, teachers must prepare a number of other items for their lessons, such as the materials or instructional supplies they will utilize. in order to provide teachers the best possible chance to teach. According to the instructor's assessment at the time of the interview, which is as follows :

Teacher : “Sebagai guru tentu memiliki persiapan untuk mengajar. Salah satunya yaitu dari segi materi atau bahan ajar. Guru perlu mempersiapkan bahan ajar seperti RPP dan silabus. Dan untuk tahun 2022 karena adanya percobaan kurikulum merdeka maka guru menyiapkan bahan ajar berupa modul atau CP.”

The teacher's reaction to class preparation shows that being a teacher is more than just teaching and giving assignments to students. But the teacher must prepare materials to teach students, as well as the teacher must study and explore the material or teaching materials to teach students, so as not to make mistakes in teaching.

b. Teacher teaching strategy in improving student language skills

In teaching certainly requires a good strategy to help them achieve the desired results, especially when teaching English as a foreign language. Therefore, teachers should use the best teaching strategies to help students understand what is being taught. As the teacher explained in the interview session, he has the following teaching strategies :

Teacher : “strategi mengajar bahasa inggris cukup banyak, namun saya hanya menggunakan salah satunya yaitu Blended Learning strategi.”

Based on the teacher's response, we can see that the teaching strategy used is a blended learning strategy. There are several reasons why he used this teaching strategy. One of them is that the teacher uses a teaching strategy based on the pre-test that has been given to students so that the teacher decides to choose this mixed learning teaching strategy as the right teaching strategy for students.

c. The advantages and disadvantages of this teaching strategy

Although the blended learning strategy has been chosen by the teacher to be used as a teaching strategy, it cannot be denied that there are pros and cons to implementing this blended learning strategy in learning. This can be seen from the excerpts of interviews with teachers.

Teacher : “Kelebihan dari strategi mengajar yang saya gunakan yaitu suasana kelas menjadi lebih hidup dan siswa lebih enjoy. Sedangkan untuk kekurangannya sendiri yaitu guru sulit mengendalikan dan mengawasi siswa ketika sedang bekerja dengan gadgetnya.”

From the interview excerpt above, we can see that the advantages of using blended learning strategies are that the classroom atmosphere is more fun, students are more creative, and creates a more lively classroom atmosphere. The downside of this mixed learning teaching strategy is that it may be difficult for teachers to control and supervise individual students as they work on their own devices.

d. Obstacles in teaching English as Foreign Language

In teaching and learning, of course there are obstacles and difficulties in doing so, especially when teaching English as a foreign language. English is a foreign language that is quite difficult for some students to understand. Therefore, the teacher as a teacher must be able to overcome these obstacles and difficulties. This is as explained by the teacher during the interview session :

Teacher : “ Untuk kendala atau kesulitan pada siswa terletak pada kosakata dan juga kepercayaan diri mereka. Karena mempelajari bahasa asing tentu kosakata yang mereka miliki tidak sebanyak kosakata bahasa Indonesia yang sudah mereka gunakan sehari – hari. Oleh karena itu saya selalu menekankan kepada siswa untuk selalu rajin membaca serta berlatih untuk menerapkan kosakata yang telah dipelajari. Namun banyak dari siswa terkadang malu untuk berlatih karena takut salah dan takut ditertawakan oleh teman. ”

Based on the interview excerpts, we can see that the obstacles in teaching English are always the lack of vocabulary and the students' lack of self-confidence. Because students are afraid to make mistakes or are afraid of being laughed at by classmates while practicing English. Therefore, teachers must be more diligent in teaching to increase students' self-confidence so that they do not feel embarrassed or anxious when speaking English. In addition, teachers should be able to develop students' interest in expanding their vocabulary and improving their English skills.

2. Students' Perception of the Teaching Strategies Used by the Teacher

Based on the interview conducted by the researcher, the students stated positive perception of the teaching strategy used by the teacher in improving students English language skills.

a. Being happy in learning English

Being happy in learning is necessary to achieve the desired learning goals. The results of the interview show that the teacher has used the right strategy for teaching. This can be seen from the opinions of students:

Extract 1

S1 : I'm happy, because English lessons are easy to understand.

Extract 2

S3 : I'm happy, but sometimes I get confused because of the lack of vocabulary that I have.

Extract 3

S7 : I like learning English because English is easy if you really understand it.

Based on the extract above, it can be seen that when being asked about student acceptance of English lessons and the teaching strategies used by the teacher, most of the students answered the question with the

word happy”, which means the acceptance of students to learn English and learn English.

b. Being more enthusiastic/spirit in learning English

Based on the data obtained from students’ interview, the next category is the teaching strategies used by teachers in teaching to motivate

Extract 4

S10 : Yes, the teacher motivates me so that I am excited to learn and improve my English skills.

Extract 5

S6 : I am very enthusiastic when learning English because it is very fun, plus the teacher's teaching strategies really enjoy it.

From some of the dialogue quotes above, it can be seen that students feel excited or enthusiastic when learning English, especially when teachers teach with teaching strategies that are in accordance with what they expect.

c. Being easier to understand the teaching strategies

Students' perceptions can be described by understanding. Therefore, student understanding is needed to be able to understand the teaching strategies used by teachers so that students can understand English lessons easily and be able to improve their abilities in English. It can be seen from the extract as follows :

Extract 6

S11 : I think the teaching strategy used by my teacher is quite effective and easy to understand.

Extract 7

S13 : The teaching strategy is very good and very effective. Easy to understand and also enjoy teaching.

Based on some of the opinions above, there are also some opinions from students who do not like the teaching strategies used by teachers, some of them feel bored. However, this is not a serious problem, because only a small percentage of the majority of students are in the class.

- d. The students can improve english language skills

Students can improve their abilities through learning that takes place at school. Supported by the right teaching strategies, students will be able to easily improve their English skills. It can be seen from the following extract opinion:

Extract 8

S9 : I can improve my English skills by practicing during the teaching and learning process and can also practice independently at home.

Extract 9

S14 : The teaching strategy used by the teacher also has an important influence in the process of improving students' English skills as a foreign language.

Based on the opinion of the extract above, students can improve their ability to speak English as a foreign language by increasing practice, besides that, good teaching strategies are needed to support the process. However, there were some students who did not agree, because some of them lacked confidence to practice speaking English for fear of being wrong and being laughed at by other students.

- e. Student success depends on the teacher's teaching strategy

The success of students in improving their English language skills can be seen from the way the teacher teaches, therefore the teacher's teaching strategy is very influential in the success of students to improve their abilities. This can be seen from the opinion of the extract as follows :

Extract 10

S15 : In my opinion, the success of students to improve their English language skills is very dependent on the teacher's teaching strategy. Because with a good teaching strategy and of course the right students can improve their English language skills well too.

Extract 11

S15 : iya bergantung pada strategi mengajar guru, karena siswa membutuhkan bimbingan guru untuk mempelajari materi untuk meningkatkan kemampuan berbahasa Inggris sebagai bahasa asing.

From the opinion of the extract above, the researcher knows that students in improving their English language skills depend on the teaching strategies used by the teacher. Therefore, students expect good teaching strategies so that they can easily understand the material presented. That way it can help improve students' abilities, especially in speaking English as a foreign language.

B. Discussion

The main research objective of this study was about teacher teaching strategies and students perceptions on the teaching strategies that used by the teacher in teaching English at the tenth grade students of SMK Negeri 3 Pati. Then the researcher formulated two research questions about the teaching strategies used by teachers in teaching English and how students perceive the teaching strategies used by teachers. For this reason, researchers provide further interpretation and discussion as follows:

1. English Teaching Strategies used by the teacher in improving Students Language skills

Based on the data that has been obtained by researchers during the study, the teaching strategy used by teachers in teaching English as a foreign language is Blended Learning Strategy. In teaching using the Blended learning teaching strategy, the teacher is supported by several media or learning tools, including the school providing Microsoft Teams as a media for teaching, besides that there is also WhatsApp which is used as a supporting media when problems occur in Microsoft Teams. The teaching media will be explained as follows:

a. Microsoft Teams

Microsoft Teams is an Office 365 Groups, which is also a cross-app membership service that makes it easy for people to switch from one collaboration tool to another normally, maintain context, and share with others.

Teachers used Microsoft Teams to support the teaching and learning process. Usually the teacher teaches by sharing the material in advance into the Microsoft Teams forum that has been created according to the class to be taught. Then after opening, the teacher usually displays material in the form of power points, learning videos, or others by sharing screen so that students can see the material or teaching materials that will be studied that day.

b. Whatsapp

WhatsApp is an instant messaging application for smartphones, when viewed from its function WhatsApp is almost the same as the SMS application that is usually used on old cellphones. But WhatsApp does not use credit, but internet data. and whatsapp has other advantages such as being able to send pictures, videos and much more. therefore at this time whatsapp is used to support online learning.

For WhatsApp, teachers only use this media as a support for the teaching and learning process when problems occur in Microsoft Teams. that way the teacher can still share the learning material on that day. In addition to media for teaching, the teaching materials used as a reference in teaching in schools are lesson plans and syllabus. However, for this year, the school is experimenting with a new curriculum, namely the independent curriculum, so the teaching materials used today are called modules or CP. The teaching materials will be explained as follows:

a. Lesson Plan/RPP

RPP is a plan that describes learning procedures and management to achieve one or more competencies that have been defined in the content standards and described in the syllabus. RPP at least contains learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes.

b. Syllabus

A syllabus is a learning plan for a particular subject and/or group of subjects/themes that includes competency standards, basic competencies, subject/learning materials, learning activities, indicators of competency achievement for assessment, assessment, time allocation, and learning resources (Kunandar, 2011: 244).

c. Independent Curriculum Teaching Module

Teaching modules are a number of media tools, methods, instructions, and guidelines that are designed in a systematic and interesting manner. The teaching module is an implementation of the Learning Objectives Flow which was developed from Learning Outcomes with the Pancasila Student Profile as the target.

2. Students' Perception of the Teaching Strategies Used by the Teacher

Students' perceptions of the teaching strategies used by the teachers when learning English were based on the results of the researcher's interviews with students about the questions they answered in the interview sessions. These are categorized as student reactions to the teaching strategies used by the teacher and are described as :

The first is that students feel happy in learning English, based on the results of interviews revealing that the teaching methods and strategies used by teachers are appropriate and acceptable to students, so students feel happy and enjoy when learning English even though English is a foreign language.

Especially when in learning the teacher inserts learning materials in the form of animated videos or short films in English. Students certainly feel very happy and more enthusiastic to participate in the teaching and learning process. And it will certainly help them develop their skills in English through videos or films in English.

The second is the students' perception of their enthusiasm or enthusiasm in learning English. Based on the results of interviews conducted by researchers, students feel enthusiastic and excited to learn English when the teacher teaches in a comfortable way and with a strategy that is not boring. Because many students are often bored with the monotonous way of teaching teachers, for example, just explaining. Therefore, with the blended learning strategy used by the teacher, they feel more comfortable and happy because they do not only listen to the teacher explain but they can also discuss with friends.

The third is students' perceptions of students' abilities in understanding the learning material that has been taught by the teacher. Based on the results of research conducted by researchers, with this blended learning teaching strategy students find it easier to understand the material being taught, because they are always given practice to improve their English language skills, besides that the teacher also always previews the material to find out how far students understand material that has been studied.

The fourth is students' perceptions of improving English language skills. Based on the results of interviews researchers with students. Students feel

that to improve their English language skills not only with good teaching strategies, but also they need to have the will from within them to learn and improve their abilities. In addition, self-confidence is also needed to be able to improve English language skills, because with high confidence they are not ashamed when they speak incorrectly or are not fluent in pronouncing a word.

The last is students' perceptions of students' abilities which depend on the teaching methods or strategies used by teachers in schools. In this case, based on the results of the researcher's interviews with students, students answered that teaching strategies play an important role for students, especially for certain students who may have difficult understandings in the lesson, so they need the right teaching strategies so that they can easily understand the material being taught. That way the possibility to improve their English language skills will be higher.

Based on the interviews conducted by the researcher with the students, it was shown that they were satisfied with the strategies and teaching methods used by their teachers. In addition, teachers use advanced technology to make class materials more interesting and motivate students to learn. So that way it can improve students' English skills more effectively. In accordance with Alfared Irambong and Kumaidi (2015) which showed that the program objectives, class conditions, student needs and barriers were in the effective category. In addition, the process component shows that teaching materials, teaching methods, teaching activities and assessments

are in the effective category. The product component shows that the English value, student needs and barriers are in the effective category.

3. English Teaching strategies in motivating students

In the process of learning or teaching English, motivation is needed to inspire students to learn. So that students can learn enthusiastically without any pressure or coercion. In addition, effective teaching methods can also play an important role in motivating students to improve their English language skills. This can be seen from the results of the researcher's interviews with students, namely that students are very happy with the teaching strategies used by the teacher, so that students feel enthusiastic and motivated to learn and understand the material explained by the teacher. In accordance with Xiang Quenfe, Nabilah Abdullah, and Siti Maziha Mustapha (2021) who stated that motivational strategies were proven to help increase students' enthusiasm for learning. so that students have a higher chance to be able to improve their English language skills.

4. Types of English Teaching Strategies

In teaching English as a foreign language, there are various types of teaching strategies that can be used to teach. However, in this study, one of the strategies used by teachers when teaching English is a blended learning strategy. In this study the teacher showed that this strategy was believed to be more effective in improving students' English skills. Because blended learning is a mixed teaching strategy that can be adapted to the current

situation. so that it can make students think more proactively, creatively and innovatively. This is in accordance with Yoones Tavoosy and Reza Jelveh (2019) who explained that the teaching strategies and techniques used in the classroom can improve student learning in English.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the conclusion and suggestions of this research. The conclusion were formulated from research questions, while suggestion provided some ideas addressed to English teacher further researcher related to the teacher's acts in performing teaching and learning process.

A. Conclusion

Based on the findings of the research, the researcher would make conclusion by showing the result of the observation checklist and interview towards the students.

1. The strategies that the teacher used when teaching English as a Foreign Language is Blanded Learning strategy. This strategy is used because it is the most comfortable strategy and can be well received by students.
2. According to interviews with researchers with students, most of the students gave a positive perception of the teaching strategies used by teachers in teaching English as a foreign language. The teaching and learning process is also very enjoyable for students, students become more active, creative, and enthusiastic in learning and improving their English language skills. Besides that, it is also easier to understand the material, besides that they are also more confident in practicing English in everyday life. However, there were also some students there who gave negative perceptions about the teaching strategies used

by the teacher. So they reason that they are not enthusiastic, lazy, afraid of being wrong to learn English as a foreign language.

B. Suggestion

From the findings presented earlier in chapter four, there are some suggestion that can be taken as a consideration for English teacher and the students.

1. For English teacher

It is suggested that English teachers can use the best and most comfortable strategies for teaching, both comfortable for teachers and students. In addition, teachers are expected to use interesting learning media to support the teaching strategies used. This is so that it can attract students' interest and help students to more easily understand the material being taught. The next important thing to note is that students do not focus on learning. Teachers also need to preview the material to find out the extent to which students understand the material that has been taught. Moreover, English is a foreign language. For this reason, teachers are expected to continue to improve teaching strategies, as well as explore more creative and interesting learning media to support the creation of a comfortable teaching and learning process for students.

2. For the students

In learning English, it is recommended that students take advantage of the teaching and learning process as well as possible and make positive contributions, so that they can get effective learning. In addition, it is also necessary to be aware of your own needs by seeking additional materials

from any source. To be able to master English well, students must of course try well, students must try to study harder and not be afraid to make mistakes. On the other hand, students also need to pay attention to the teacher when teaching, so that they can understand the material being taught well.

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APPENDICES

APPENDICES

APPENDIX I

Interview guide for the Teacher

1. Apa yang Ibu persiapkan sebelum mengajar mata pelajaran Bahasa Inggris?
2. Strategi apa saja yang Ibu gunakan dalam mengajar Bahasa Inggris sebagai bahasa asing?
3. Bagaimana langkah-langkah Ibu menerapkan strategi tersebut?
4. Mengapa Ibu menggunakan strategi tersebut dalam mengajar bahasa Inggris sebagai bahasa asing?
5. Menurut Ibu, apakah kelebihan dan kelemahan dari strategi mengajar tersebut?
6. Apakah ada faktor yang dapat mendukung strategi yang ibu terapkan?
7. Masalah apa saja yang Ibu hadapi dalam mengajar mata pelajaran bahasa inggris sebagai bahasa asing dengan menggunakan strategi tersebut?
8. Apa solusi yang dapat Ibu berikan, ketika menghadapi masalah-masalah yang muncul dalam proses mengajar?
9. Bagaimana respon siswa Ketika Ibu mengajar bahasa inggris dengan menggunakan strategi tersebut?
10. Bagaimana cara ibu untuk membantu siswa dalam menghadapi masalah atau kesulitan dalam mempelajari bahasa inggris sebagai bahasa asing?

Interview with the Teacher

Place : Teacher's room

Date/time : August 9, 2022

Researcher : “ Apakah yang ibu persiapkan sebelum mengajar mata pelajaran Bahasa Inggris ini?”

Teacher : “Sama hal seperti siswa, kita sebagai guru juga mempelajari materi yang akan diberikan kepada siswa terlebih dahulu. Selain itu mempersiapkan bahan ajar seperti RPP dan Silabus. Namun untuk tahun 2022 ini sekolah melakukan percobaan kurikulum merdeka, sehingga bahan ajar yang digunakan sebagai acuan berbentuk modul atau CP.”

Researcher : “Strategi apa saja yang Ibu gunakan dalam mengajar Bahasa Inggris sebagai bahasa asing?”

Teacher : “Untuk strategi mengajar Bahasa Inggris sebagai bahasa asing sebenarnya cukup banyak . Tetapi saya hanya menggunakan salah satunya saja yaitu Blended Learning strategi. Karena selama pandemi kemarin full daring sedangkan tahun ini memulai kembali dengan luring dan strategi mengajar ini merupakan strategi yang kami anggap masih cukup nyaman untuk diterapkan kepada anak – anak apalagi dengan didukung teknologi yang semakin maju seperti saat ini.”

Researcher : “Bagaimana langkah – langkah Ibu dalam menerapkan strategi mengajar tersebut?”

Teacher : “Untuk langkah – langkahnya sendiri saya menyiapkan perangkat pembelajaran terlebih dahulu. Untuk sekarang di sekolah menggunakan microsoft teams. Oleh karena itu saya juga harus memastikan siswa memiliki perangkat untuk bisa mengakses microsoft teams tersebut. Karena meskipun sekarang semua siswa memiliki handphone, namun terkadang ada beberapa siswa yang perangkatnya tidak mendukung untuk digunakan. Oleh karena itu saya biasa mensiasatinya dengan menyiapkan grup wa juga, sehingga siswa yang tidak bisa menggunakan microsoft teams bisa beralih ke grup wa. Selain itu sebelum memberikan materi saya juga biasa memberikan pre – test terlebih dahulu untuk mengetahui sejauh mana kemampuan siswa. Dan materi mana yang bisa saya berikan terlebih dahulu.”

Researcher : “Mengapa Ibu menggunakan strategi tersebut dalam mengajar Bahasa Inggris sebagai bahasa asing ini?”

Teacher : “Karena sesuai dengan pre – test yang sudah saya berikan diawal, kemudian saya mencoba mengajar dengan beberapa strategi, dan yang saya anggap cukup nyaman serta anak – anak juga nyaman adalah Blended Learning strategi ini, jadi saya memutuskan untuk menggunakan strategi ini untuk bisa mencapai hasil dan tujuan

dalam pembelajaran. Yaitu untuk meningkatkan kemampuan Berbahasa Inggris siswa.”

Researcher : “Menurut Ibu apakah kelemahan dan kelebihan dari strategi mengajar tersebut?”

Teacher : “kelebihannya yaitu kelas menjadi lebih hidup, siswa lebih enjoy dan bersemangat dalam belajar. Karena pada dasarnya anak – anak lebih kreatif sehingga ketika diberikan kesempatan untuk mencari ide – ide baru mereka sangat bersemangat. Sedangkan untuk kekurangannya yaitu kadang – kadang guru sulit untuk mengawasi dan juga mengendalikan siswa satu persatu ketika mereka sedang bekerja dengan gadget masing – masing.”

Researcher : “Apa saja faktor yang dapat mendukung strategi mengajar yang Ibu gunakan?”

Teacher : “Faktor yang menjadi pendukung salah satunya yaitu kemampuan dari siswa, selain itu juga sarana prasarana yang ada di sekolah.”

Researcher : “Kendala apa saja yang Ibu hadapi dalam mengajar Bahasa Inggris sebagai bahasa asing?”

Teacher : “ Untuk kendala atau kesulitan pada siswa terletak pada kosakata dan juga kepercayaan diri mereka. Karena mempelajari bahasa asing tentu kosakata yang mereka miliki tidak sebanyak kosakata bahasa indonesia yang sudah mereka gunakan sehari – hari. Oleh karena itu saya selalu menekankan kepada siswa untuk selalu rajin membaca

serta berlatih untuk menerapkan kosakata yang telah dipelajari. Namun banyak dari siswa terkadang malu untuk berlatih karena takut salah dan takut ditertawakan oleh teman. ”

APPENDIX II

Interview guide for the Students

1. Apakah menurut anda Bahasa Inggris itu penting? Apa alasannya ?
2. Berkaitan dengan pertanyaan no 1 apakah sebenarnya anda senang dengan pelajaran Bahasa Inggris?
3. Apakah guru anda selalu memberikan tujuan dari materi yang diajarkan disesi awal?
4. Proses belajar mengajar seperti apa yang paling anda sukai? Mengapa?
5. Apakah anda merasa senang dalam proses belajar mengajar yang telah berlangsung? mengapa?
6. Apakah menurut anda keberhasilan seorang siswa dalam kemampuan berbahasa Inggris sangat bergantung pada metode atau strategi mengajar yang diterapkan oleh guru? Mengapa?
7. Apakah strategi mengajar yang diterapkan guru anda dapat membuat anda berfikir kritis sehingga mampu meningkatkan kemampuan berbahasa inggris anda dengan baik ? mengapa?
8. Apakah strategi yang diterapkan oleh guru anda dalam mengajar dapat meningkatkan motivasi anda dalam mempelajari bahasa inggris? Mengapa?
9. Apakah strategi yang digunakan guru anda saat mengajar mudah untuk dipahami?
10. Menurut anda, apakah strategi mengajar yang digunakan tersebut cukup efektif dan memudahkan anda dalam mempelajari Bahasa Inggris sebagai bahasa asing?

Interview with the Student

Interview 1

Place : Classroom

Date/Time : 11 august 2022

Researcher : “Apakah menurut anda Bahasa Inggris itu penting? Apa alasannya?”

Student : “Iya, Karena Bahasa Inggris adalah bahasa internasional yang tentunya penting untuk dikuasai.”

Researcher : “Berkaitan dengan pertanyaan nomor 1 apakah sebenarnya anda senang dengan pelajaran Bahasa Inggris?”

Student : “Tidak terlalu suka”

Researcher : “Apakah guru anda selalu memberikan tujuan dari materi yang diajarkan disesi awal?”

Student : “Iya, guru selalu menjelaskan tujuan dari materi yang akan diajarkan.”

Researcher : “Proses belajar mengajar seperti apa yang paling anda sukai? Mengapa?”

Student : “Proses belajar yang santai dan tidak monoton.”

Researcher : “Apakah anda merasa senang dalam proses belajar mengajar yang telah berlangsung? Mengapa?”

Student : “Cukup senang, karena guru mengajar dengan cukup baik”

Researcher : “Apakah menurut anda keberhasilann seorang siswa dalam meningkatkan kemampuan berbahasa Inggris sangat bergantung pada strategi mengajar yang diterapkan oleh guru? Mengapa?”

- Student : “Iya, karena dalam mempelajari bahasa Inggris perlu strategi yang bagus agar kita bisa cepat mengerti”
- Researcher : “Apakah strategi mengajar yang diterapkan guru anda dapat membuat anda berfikir kritis sehingga mampu meningkatkan kemampuan berbahasa Inggris anda dengan baik? Mengapa? “
- Student : “Iya, karena strategi yang diterapkan cukup baik dan menyenangkan sehingga dapat membuat saya mudah dalam memahami pelajaran”
- Researcher : “Apakah strategi yang diterapkan oleh guru anda dalam mengajar dapat meningkatkan motivasi anda dalam mempelajari bahasa Inggris? Mengapa?”
- Student : “Iya, karena strategi mengajar yang menyenangkan dan santai”
- Researcher : “Apakah strategi yang digunakan guru anda saat mengajar mudah dipahami?”
- Student : “Iya cukup mudah untuk dipahami.”
- Researcher : “Menurut anda, apakah strategi mengajar yang digunakan tersebut cukup efektif dan memudahkan anda dalam mempelajari Bahasa Inggris sebagai bahasa asing?”
- Student : “Iya sudah cukup efektif”

Interview 2

Place : Classroom

Date/Time : 11 august 2022

Researcher : “Apakah menurut anda Bahasa Inggris itu penting? Apa alasannya?”

Student : “Iya, karena Bahasa Inggris merupakan bahasa resmi atau bahasa internasional.”

Researcher : “Berkaitan dengan pertanyaan nomor 1 apakah sebenarnya anda senang dengan pelajaran Bahasa Inggris?”

Student : “Tidak begitu suka”

Researcher : “Apakah guru anda selalu memberikan tujuan dari materi yang diajarkan disesi awal?”

Student : “Iya, guru selalu menjelaskannya diawal.”

Researcher : “Proses belajar mengajar seperti apa yang paling anda sukai? Mengapa?”

Student : “Proses belajar yang gurunya sering berinovasi memperbarui metode atau strategi mengajar sehingga pembelajaran menjadi menyenangkan dan tidak membosankan.”

Researcher : “Apakah anda merasa senang dalam proses belajar mengajar yang telah berlangsung? Mengapa?”

Student : “Iya, karena strategi mengajar yang digunakan oleh guru sangat baik dan menarik untuk siswa”

Researcher : “Apakah menurut anda keberhasilan seorang siswa dalam meningkatkan kemampuan berbahasa Inggris sangat bergantung pada strategi mengajar yang diterapkan oleh guru? Mengapa?”

- Student : “Iya, karena untuk menguasai Bahasa Inggris diperlukan strategi yang tepat”
- Researcher : “Apakah strategi mengajar yang diterapkan guru anda dapat membuat anda berfikir kritis sehingga mampu meningkatkan kemampuan berbahasa Inggris anda dengan baik? Mengapa? “
- Student : “Iya, karena strategi mengajar yang digunakan cukup menyenangkan dan inovatif.”
- Researcher : “Apakah strategi yang diterapkan oleh guru anda dalam mengajar dapat meningkatkan motivasi anda dalam mempelajari bahasa inggris? Mengapa?”
- Student : “Cukup memotivasi, karena strategi mengajar yang digunakan cukup menyenangkan.”
- Researcher : “Apakah strategi yang digunakan guru anda saat mengajar mudah dipahami?”
- Student : “Cukup mudah untuk dipahami.”
- Researcher : “Menurut anda, apakah strategi mengajar yang digunakan tersebut cukup efektif dan memudahkan anda dalam mempelajari Bahasa Inggris sebagai bahasa asing?”
- Student : “Iya sudah cukup efektif.”

Interview 3

Place : Classroom

Date/Time : 11 august 2022

Researcher : “Apakah menurut anda Bahasa Inggris itu penting? Apa alasannya?”

Student : “Iya, karena bahasa inggris merupakan bahasa internasional yang saat ini harus dikuasi juga oleh siswa.”

Researcher : “Berkaitan dengan pertanyaan nomor 1 apakah sebenarnya anda senang dengan pelajaran Bahasa Inggris?”

Student : “Tidak terlalu suka”

Researcher : “Apakah guru anda selalu memberikan tujuan dari materi yang diajarkan disesi awal?”

Student : “Iya, guru menjelaskan terlebih dahulu diawal pembelajaran.”

Researcher : “Proses belajar mengajar seperti apa yang paling anda sukai? Mengapa?”

Student : “Proses belajar mengajar yang santai”

Researcher : “Apakah anda merasa senang dalam proses belajar mengajar yang telah berlangsung? Mengapa?”

Student : “Cukup senang. Karena gurunya sangat menyenangkan dan cara mengajarnya yang juga menyenangkan.”

Researcher : “Apakah menurut anda keberhasilann seorang siswa dalam meningkatkan kemampuan berbahasa Inggris sangat bergantung pada strategi mengajar yang diterapkan oleh guru? Mengapa?”

Student : “Iya, karena memang dalam belajar bahasa inggris membutuhkan strategi agar cepat bisa.”

- Researcher : “Apakah strategi mengajar yang diterapkan guru anda dapat membuat anda berfikir kritis sehingga mampu meningkatkan kemampuan berbahasa Inggris anda dengan baik? Mengapa? “
- Student : “iya lumayan, karena strategi mengajar yang digunakan cukup menarik dan juga mudah untuk dimengerti.”
- Researcher : “Apakah strategi yang diterapkan oleh guru anda dalam mengajar dapat meningkatkan motivasi anda dalam mempelajari bahasa inggris? Mengapa?”
- Student : “Cukup memotivasi, karena cara mengajarnya asik dan menarik.”
- Researcher : “Apakah strategi yang digunakan guru anda saat mengajar mudah dipahami?”
- Student : “Iya cukup mudah untuk dipahami.”
- Researcher : “Menurut anda, apakah strategi mengajar yang digunakan tersebut cukup efektif dan memudahkan anda dalam mempelajari Bahasa Inggris sebagai bahasa asing?”
- Student : “Menurut saya cukup efektif dan memudahkan untuk mempelajari bahasa Inggris sebagai bahasa asing.”

OBSERVATION



INTERVIEW



SURAT IZIN PENELITIAN



UNIVERSITAS PGRI SEMARANG

FAKULTAS PENDIDIKAN BAHASA DAN SENI

Program Studi :

- Pendidikan Bahasa dan Sastra Indonesia
- Pendidikan Bahasa Inggris
- Pendidikan Bahasa dan Sastra Daerah

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Nomor : 61/IP/FPBS/VII/2022

Semarang, 7 Juli 2022

Lampiran : 1 (satu) berkas

Perihal : Permohonan izin penelitian

Yth. Kepala SMK Negeri 3 Pati
di Pati

Kami beritahukan dengan hormat, bahwa mahasiswa kami :

N a m a : Amin Ina Wati

N P M : 18420054

Fak. / Program Studi : FPBS / Pendidikan Bahasa Inggris

akan mengadakan penelitian dengan judul :

Analysis Of English As Foreign Language Teaching Strategies In Improving
Student's Language Skills: The Case Of SMK Negeri 3 Pati In Academic Year
2022/2023

Sehubungan dengan hal tersebut, kami mohon Bapak/Ibu berkenan
memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian.

Atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.



Dekan,
Dr. Asropah, M.Pd.
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FORM BIMBINGAN



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DOSEN PEMBIMBING I : Dr. Listyaning S., M.Hum.
DOSEN PEMBIMBING II : Dr. Dias Andris Susanto, M.Pd.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN	
			PEMB. I	PEMB. II
1.	5 - Juli - 2022	Proposal		
2.	6 - Juli - 2022	Proposal		
3.	7 - Juli - 2022	Proposal Aot		
4.	25 - Agustus - 2022	Bab 4		
5.	31 - Agustus - 2022	Bab 4 (Discussion)		
6.	10 - 08 - '22	FPR - approved		

BERITA ACARA



YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG
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Pada hari ini Jumat 11 November 2022, berdasarkan susunan tim penguji Skripsi :

1. Nama : Dr. Asropah, M.Pd.
Jabatan : Ketua
2. Nama : Dr. Jafar Sodiq, S.Pd, M.Pd.
Jabatan : Sekretaris
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Jabatan : Anggota (Penguji II)
5. Nama : Laily Nur Affini, S.Pd., M.Hum
Jabatan : Anggota (Penguji III)

Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.

Nama : Amin Irna Wati Fakultas : FPBS
N.P.M : 18420054 Program Studi : Pendidikan Bahasa Inggris
Program Pendidikan : Strata 1

Judul Skripsi :

ANALYSIS OF ENGLISH AS FOREIGN LANGUAGE TEACHING STRATEGIES IN IMPROVING STUDENTS' LANGUAGE SKILLS: THE CASE OF SMK NEGERI 3 PATI IN THE ACADEMIC YEAR 2022/2023

Nilai :

Demikian berita Acara Ujian Skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

Ketua,

Dr. Asropah, M.Pd.

Sekretaris,

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