

**“EFL TEACHING STRATEGIES APPLIED BY ENGLISH
TEACHERS OF SMA HANG TUAH 4 SURABAYA IN
TEACHING ENGLISH”**

(A Case Study at SMA Hang Tuah 4 Surabaya in the Academic Year 2018/2019)

THESIS

Submitted as a Partial Requirements
For the degree of *Sarjana* in English Department



By:

VICTORIANUS TJSENAWATME
NPM. 15620018

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGE AND SCIENCE
WIJAYA KUSUMA UNIVERSITY
SURABAYA
2019**

APPROVAL SHEET I

This is to certify that Bachelor Thesis of Victorianus Tjsenawatme (15620018) under the title “*EFL Teaching Strategies Applied by English Teachers of SMA Hang Tuah 4 Surabaya in Teaching English*“ has been approved by the Thesis Advisors for further approval by the examining committee.

Surabaya, January 28, 2019

SIGNATURE

Thesis Examining Committe I

Drs. Heru Wibowo, M.Pd
NIK. 8761-ET



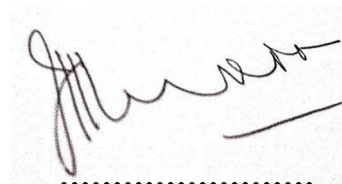
Thesis Examining Committe II

Drs. Herry Kusmiharto, M.Pd
NIP. 195603091985031001

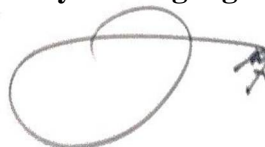


Thesis Examining Committe III

Dra. Lusy Tunik M., M. Pd
NIK. 196012201987032001



**Acknowledgment by,
The Dean Faculty of Language and Science**



Dr. Fransisca Dwi Harjanti, M.Pd
NIK: 94239 – ET

APPROVAL SHEET II

This is to certify that bachelor thesis of Victorianus Tjsenawatme (15620018) under the title "*EFL Teaching Strategies Applied by English Teachers of SMA Hang Tuah 4 Surabaya in Teaching English*" has been accepted and approved by thesis advisors.

Surabaya, January 28, 2019

Approved by:

Advisor I,



Drs. Heru Wibowo, M.Pd
NIK. 8761-ET

Advisor II,



Drs. Herry Kusmiharto, M.Pd
NIP. 195603091985031001

CERTIFICATE OF ORIGINALITY

I hereby do sign and submit the form below:

Name : Victorianus Tjsenawatme
NPM : 15620018
Faculty : Language and Science
Address : Kwamki Lama, Jalur IV-No. 35

To declare the certificate of originality that:

1. I am responsible for the work submitted in this thesis that the original work is my own except as specified in acknowledgement.
2. I there is found unoriginality, I would take responsibility neither the thesis nor the original work contained therein has been submitted to English department of Wijaya Kusuma University Surabaya

Thereby I truly certify this certificate of originality.

Surabaya, January 28, 2019



Victorianus Tjsenawatme
NPM. 15620018

ABSTRACT

Victorianus Tjsenawatme, 2018. *EFL Teaching Strategies Applied by English Teachers of SMA Hang Tuah 4 Surabaya in Teaching English*.

Advisors: (I) Drs. Heru Wibowo, M.Pd. (II) Drs. Herry Kusmiharto, M.Pd

Key Terms: Teaching Strategies, EFL classroom

Teaching strategies in this study is a method that is applied by English teachers to create conducive teaching and learning atmosphere in the classroom so that it can increase students' learning achievement. The purpose of this study is to find out what kinds of teaching strategies used by English teachers in SMA Hang Tuah 4 Surabaya. This methodology research is qualitative research. In collecting the data, the researcher used three techniques, observation checklist, interview guide and documentation. The observation was conducted to obtain the strategies that were used by English teachers in teaching English, while the interview was used to gain the opinion of English teachers about the teaching strategies in EFL classroom; the researcher conducts the documentations by the camera. Camera used to take picture and to make video recording of English teachers and classroom situation during the teaching-learning process taking place. The data were analyzed by using descriptive analysis. The participants of this study are three English teachers of SMA Hang Tuah 4 Surabaya. The finding of the study shows that there are some teaching strategies used by English teachers at SMA Hang Tuah 4 Surabaya in teaching English such as: read aloud, repetition, and discussion. In addition, the data shows that the suitable teaching strategy in teaching and learning process in SMA Hang Tuah 4 Surabaya is read aloud. The conclusion of this research is that English teachers at SMA Hang Tuah 4 Surabaya used read aloud strategies. Read aloud strategies can make the student more active and interested in learning English. Based on the result, apparently, read aloud strategies used by English teachers has important role in the teaching and learning process because read aloud can improve the students' reading skill.

MOTTO AND DEDICATION

MOTTO

“Learn from the past, live for today and plan for tomorrow”

(Wise man, 2003)

DEDICATION

This thesis is dedicated to:

My parents, Christina Ilimagai and Benediktus Tjsenawatme

My two beloved brothers, Rudolf and Vernando

My two beloved sisters, Elisabeth and Natalia

All my niece

All my nephew

My lovely, Diana and Bram

All my best friends throughout my life

IPMAMI Surabaya

IPMNI Surabaya

IPMAP Surabaya

AMP Surabaya

IPMAPA Surabaya

BINTERBUSIH Semarang

LPMMAK

ACKNOWLEDGMENT

Puji Tuhan, I dedicate my greatest and deepest gratitude to Jesus Christ and Holy Mary for Their blessing, love and strengths. Through their grace, I could finish this thesis and reach one of my dreams.

I really realize that this thesis is finished with the help of a number of people. Therefore, I would also like to express my deepest appreciation and sincere thanks to:

1. Prof. H. Sri Harmadji, dr. Sp. THT-KL (K) as the Head of Wijaya Kusuma University Surabaya.
2. Dr. Fransisca Dwi Harjanti, M.Pd, as the Dean of the English and Science Faculty of Wijaya Kusuma University, who gave permission to me to conduct this study.
3. Dr. Ribut Surjowati, M.Pd, as the Head of English Department, of the English and Science Faculty of Wijaya Kusuma University for her approval for writing my thesis.
4. Drs. Heru Wibowo, M.Pd, as my first advisor who advice, encouragement, criticism and suggestion have been a feature of the writing process from the very beginning of this thesis.
5. Drs. Herry Kusmiharto, M.Pd, as my second advisor for his advice, excellent suggestion for changes, and criticism.
6. Dra. Lusy Tunik M., M.Pd, as my academic consultant and all lecturers at the English Department of Wijaya Kusuma University Surabaya for the guidance, support, and knowledge that they have given to me.
7. Dra. Ramayanti, the headmaster of SMA Hang Tuah 4 Surabaya, who has given an opportunity to the reseacher to conduct the reseach there.
8. My beloved family; my Mom (Christina Ilimagai) and my Dad (Benediktus Tjsenawatme), my beloved brothers (Rudolf Tjsenawatme, SE and Vernando. B Simbiak), my beloved sisters (Elisabeth Tjsenawatme and Natalia Tjsenawatme), my lovely (Fanny, Fenny, Ricat, Apolos, Valen,

Samedi, Ellis, Adelard, Diana, Bram) for their wonderful support, prayers and love of a family that enrich my soul and encouraging me to follow my dreams.

9. Special thanks go to IPMAMI Surabaya, IPMNI Surabaya, IPMAP Surabaya, AMP Surabaya, IPMAPA Surabaya, BINTERBUSIH Semarang and LPMK which have definitely supported the researcher until this thesis is completed.
10. All my best friends throughout my life who cannot be mentioned one by one for the togetherness and happiness.

Finally, I realize that this thesis is far from being perfect. Therefore, I welcome all criticisms and suggestions from those interested in the similar topic. By looking at the other side of these imperfections, I do expect this thesis will be useful for whoever reads it, particularly the students of English Department of Wijaya Kusuma University Surabaya.

Surabaya, January 28, 2019

Victorianus Tjsenawatme

TABLE OF CONTENT

| | |
|---|-------|
| COVER | |
| APPROVAL SHEET I..... | i |
| APPROVAL SHEET II..... | ii |
| CERTIFICATE OF ORIGINALITY..... | iii |
| ABSTRACT..... | iv |
| MOTTO AND DEDICATION..... | v |
| ANKNOWLEDGMENT..... | vi |
| TABLE OF CONTENTS..... | viii |
| LIST OF APPENDICES..... | xii |
| REFERENCES..... | xiii |
| CHAPTER I: INTRODUCTION..... | 1 |
| 1.1 Background of the Study..... | 1 |
| 1.2 Research Question..... | 5 |
| 1.3 Purpose of the Study..... | 6 |
| 1.4 Significance of the Study..... | 6 |
| 1.5 Scope and Limitation of the Study..... | 6 |
| 1.6 Some Key Terms..... | 7 |
| 1.6.1 ELT Strategies..... | 7 |
| 1.6.2 EFL Classroom..... | 7 |
| 1.6.3 Teacher..... | 7 |
| 1.6.4 SMA Hang Tuah 4 Surabaya..... | 8 |
| CHAPTER II: REVIEW OF RELATED LITERATURE..... | 9 |
| 2.1 Teachers..... | 9 |
| 2.2 Definition of Teaching Strategies..... | 10 |
| 2.3 Kinds of Teaching-learning strategies..... | 12 |
| 2.3.1 Activity-Based Strategies..... | 12 |

| | |
|---|----|
| a. Debate..... | 13 |
| b. Game..... | 14 |
| c. Repetition..... | 15 |
| d. Retelling..... | 16 |
| e. Simulation..... | 17 |
| 2.3.2 Arts-Based Strategies..... | 17 |
| a. Role Playing..... | 18 |
| 2.3.3 Cooperative Strategies..... | 19 |
| a. Discussion..... | 20 |
| b. Interview..... | 20 |
| c. Jigsaw..... | 21 |
| d. Number Heads Together..... | 22 |
| e. Peer Teaching..... | 22 |
| f. Round Table..... | 23 |
| g. Think/Pair/Share..... | 24 |
| 2.3.4 Direct Instruction Strategies..... | 24 |
| a. Demonstration..... | 24 |
| b. Directed Reading-Thinking Activities (DRTA)..... | 25 |
| c. Flash Cards..... | 26 |
| d. Cloze..... | 26 |
| e. Read Aloud..... | 27 |
| 2.3.5 Independent Learning Strategies..... | 27 |
| a. Independent Study..... | 27 |
| b. Memorization..... | 27 |
| 2.3.6 Thinking Skills Strategies..... | 29 |
| a. Brainstorming..... | 30 |
| b. Problem Solving..... | 30 |
| c. Think Aloud..... | 31 |
| 2.4 Component of Teaching-learning strategies..... | 31 |
| 2.4.1 Teacher..... | 32 |
| 2.4.2 Students..... | 32 |

| | |
|--|--------|
| 2.4.3 The objectives..... | 32 |
| 2.4.4 Learning material..... | 32 |
| 2.4.5 Learning activities..... | 32 |
| 2.4.6 Method of teaching..... | 33 |
| 2.4.7 Media of learning..... | 33 |
| 2.4.8 Source of learning..... | 33 |
| 2.4.9 Evaluation..... | 33 |
| 2.4.10 Environment..... | 33 |
| 2.5 EFL Classroom..... | 33 |
| 2.6 Teaching EFL to Senior High School Students..... | 34 |
| 2.7 Some Related Previous Studies..... | 37 |
| CHAPTER III: RESEARCH METHOD..... | 39 |
| 3.1 Research Design..... | 39 |
| 3.2 Participants of the Study..... | 40 |
| 3.3 Data and Data Source..... | 40 |
| 3.4 Data Collection Technique..... | 41 |
| 3.4.1 Observation..... | 41 |
| 3.4.2 Interview..... | 42 |
| 3.4.3 Documentation..... | 45 |
| 3.5 Data Collecting Instruments..... | 45 |
| 3.5.1 Observation Checklist..... | 45 |
| 3.5.2 Interview Guide..... | 47 |
| 3.5.3 Documentation..... | 48 |
| 3.6 Technique of Data Analysis..... | 48 |
| 3.6.1 Collecting the data..... | 49 |
| 3.6.2 Documentation and Identification..... | 49 |
| 3.6.3 Classification..... | 49 |
| 3.6.4 Interpretation..... | 50 |
| CHAPTER IV: RESEARCH FINDING AND DISCUSSION..... | 51 |

| | |
|---|--------|
| 4.1 Research Finding..... | 51 |
| 4.1.1 Strategies used by the English teacher in teaching English..... | 52 |
| a. Read Aloud..... | 53 |
| b. Discussion..... | 55 |
| c. Repetition..... | 56 |
| 4.1.2 Teacher's Reasons Toward the Teaching Strategies..... | 57 |
| 4.1.3 The Analysis of Observation..... | 59 |
| 4.1.4 The Analysis of Interview..... | 66 |
| 4.2 Discussion..... | 67 |
| CHAPTER V: CONCLUSION AND SUGGESTION..... | 70 |
| 5.1 Conclusion..... | 70 |
| 5.2 Suggestions..... | 71 |
| REFERENCES..... | ix |
| APPENDICES | |