



**A STUDY OF TEACHER'S STRATEGY IN INTEGRATING LANGUAGE  
SKILLS IN TEACHING ENGLISH IN THE CLASSROOM : CASE  
STUDY AT STATE ISLAMIC SENIOR HIGH SCHOOL**

***SKRIPSI***

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## ABSTRACT

**Rahmilia**, Rifdah Fernidah. 2022. *A Study Of Teacher's Strategy In Integrating Language Skill In Teaching English In The Classroom : Case Study At State Islamic Senior High School*. Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Drs. Alfanzuhairi, M.Pd; Advisor II: Ika Hidayanti, S. Pd., M.Pd.

**Key words:** Teaching strategies, integrating language skills.

Teachers must have experience in teaching. The goal of teaching and learning is to make students understand the language even spoken and written. It means that teachers need to teach the students which are relevant to the student's current situation and the teachers should find good strategies in the classroom. In the process of teaching language, the teacher needs creativity in choosing and combining some strategies and techniques of teaching.

This study aimed to provide broader insight about teaching strategies and integrating language skills at State Islamic Senior High School 1 Malang. For the research design, this study used the descriptive qualitative method. The researcher chose the English teacher at MAN 1 Malang as a respondent selected. The procedure of this research involved three steps. In the first step, the researcher observed in the class, and in the second step, the researcher interviewed the teacher. The last step the researcher took lesson plan, photos and videos as documentation of this research.

The finding of this study indicated that there are four strategies in integrating language skills used by the teacher in the class. The teacher's strategies in teaching English skills in the classroom was group presentation/discussion (this strategy has integrated speaking, reading and listening skills), Q&A session (has integrated speaking and listening skills), and Reviewing Material (has integrated listening skill), Role Play (integrated speaking skill and grammar pronunciation) Then, the teacher also divided the activities into three phases learning, namely, pre-teaching (opening), while-teaching (teaching activities), and post-teaching (closing). Teachers implemented these strategies to integrate English language skills to students more active in learning. By using those strategies, it seems that 80% of students can understand the topic quite well. 70% of students have gotten a pretty good score in the daily test.

Based on the finding of the research, the researcher hopes that the result of this study can be used as experiences and reference for the English teachers and other researchers. This research can be useful for helping teachers, especially for English teachers, to know more about teaching strategy in integrating English language skills. For further researchers, they should motivate further research to find various teacher's strategies in teaching learning English.

## CHAPTER I

### INTRODUCTION

In this chapter show about the background of the study, the research question, the objective of the study, the significance of the study, the scope and limitation of the problem and definition of key terms

#### 1.1 Background of the Study

By sharing their knowledge and experiences with students, teachers facilitate learning. Involving students in the learning process for their personal benefit is also included (Halik, 2016). When adopting their preferred teaching style, teachers must have experience in teaching strategies. The goal of instruction and learning is for students to comprehend language in its own spoken and written forms (Muslaini, 2017). As a result, educators must create effective teaching strategies and educate pupils what is pertinent to their circumstances at the time.

Due to the fact that English is employed for classroom instruction or as a communication tool in social contacts, students frequently encounter little to no English both inside and outside of the classroom. For that reason, it place a great responsibility for English teachers is to ensure that students learn English in an environment that supports and successfully integrates English learning into the classroom. As a result, in addition to a variety of other complicated skills, a teacher's language proficiency and teaching abilities are crucial when it comes to teaching English as a foreign language. (1990; Burn and Richard).

Based on a previous research by Linnan (2014) He said in his article that English instruction and study in Indonesia, needs English proficiency to enable them to participate in the global economy and support the economic growth of their nation. He also attributed difficulties including the way teachers divide classes, reducing the amount of English teaching in the usage of poorly written textbooks in the 2013 curriculum, as well as the undervalued use of spoken English in the classroom.

Designing appropriate strategies for teaching English will be one of the most significant approaches to achieve the aims of school teaching. The approach chosen to give learning materials to students in a specific learning environment that involves the design, diversity, and arrangement of activities that teach skills is referred to as instructional strategy. Students' learning ability (2012, Colombo). Teaching strategies are closely related to learning goals. It can be seen from the description of the behaviors and skills that students must have during and after the lessons that are the way to go to achieve these goals. In the current curriculum, teaching strategies are not presented specifically, teachers can choose appropriate and effective teaching strategies by themselves to achieve learning goals and build students' capacity. pupil. To help choose teaching strategies, teachers need to understand the learning goals and the skills that students will apply. In addition, teachers must also understand the characteristics of the teaching strategy to be selected and understand the impact of the strategy's competencies.

According to (Aswan, 2010) teaching strategy is a planned technique or sequence of actions meant to attain a specific goal might be regarded as an educational strategy. A teaching strategy is the teacher's plan for achieving what

has been planned during the teaching and learning process.. In other words, a teaching strategy is an approach to teaching students. Teachers must adopt a strategy to strike a balance between the method they use and the way they apply the material. To get the desired results, teaching methods for English skills must be adapted to each skill.

Teachers require resources and methods that are appropriate for students during the teaching process, because a strategy is an activity that a teacher performs to achieve one or more of the lesson's learning objectives (Gurning and Regar, 2017). A strategy is a general direction that is established for the teaching process and its numerous components in order to achieve a desired future condition. Teachers should use a variety of strategies in teaching English, such as using a range of media, activities, and educational techniques to stimulate students' attention To make it easier to use a variety of teaching methods and strategies is the fundamental tenet of teaching strategy. (Kusumastuti, 2013).

Process of teaching language, it needs the teacher creativity in choosing and combining some strategies and techniques of teaching. That is why all teachers and students of junior high school and senior high school level as the candidate of teacher have to know more strategies, methods, techniques, and approaches in teaching language because understanding about strategy in teaching is a first step before teaching.

Suyadi (2013) states that teaching strategy is a plan, method, or series of activities designed to achieves a particular education goal. Besides that, Kemp, Kozma (in Hamid, 2010) states that teaching strategy is activities that

are done by teacher as facilitator for the students to get the objectives of study.

Dick and Carey (1990 in Suyadi, 2013) explain that teaching strategy consists of all subject components, procedures or stages of learning activities that are teacher uses to help the students to get the objectives of study.

Based on the background above, the researcher conducted this research for some reasons. First, the researcher is interested to study about teaching strategies used by the teachers in solving their teaching difficulties. Second, a good teaching strategy can make students interest in learning English. Third an Interesting teaching strategies can encourage students to improve their English skills.

### **1.2 Research problems**

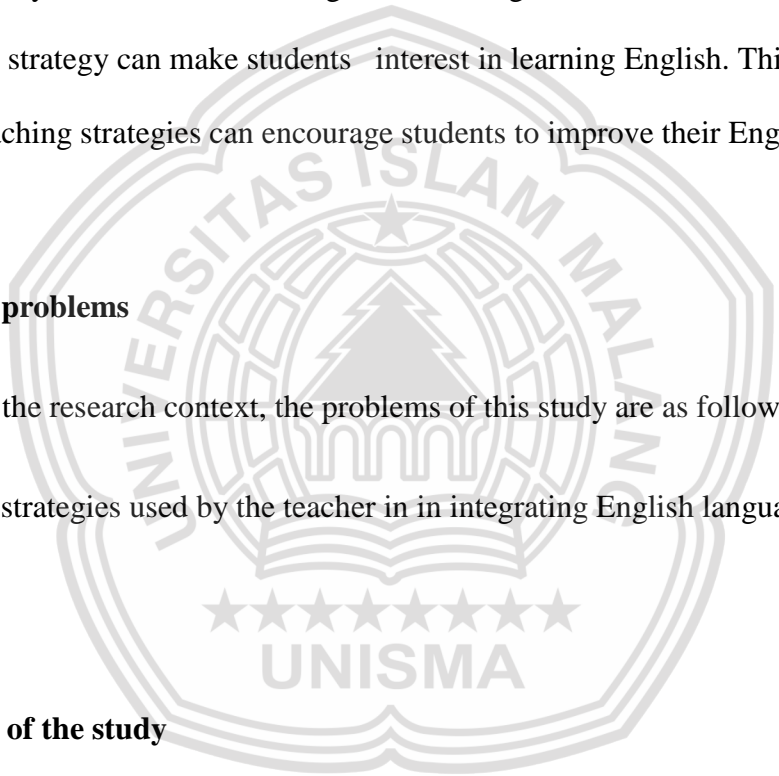
Based on the research context, the problems of this study are as follows:

1. What are strategies used by the teacher in in integrating English language skills?

### **1.3 Objective of the study**

The objectives of study are :

1. To analyze what the strategies are used by teachers in integrating English language skills in the classroom.



#### 1.4 Significances of the study

This study is expected to provide both theoretical and practical benefits. In theory, the findings of this study are intended to provide a scientific contribution to the creation of scientific treasures and to the world of public education. It is also envisaged that future researchers would use it as a treatment for enhancement and perfection in practical applications. Practically, the study can be useful for the teachers and students. The teachers can use a good teaching's strategy in teaching English class. Meanwhile, the good teaching's strategy can help students to develop their abilities in English learning. I hope that English teachers would take this research study into account while offering motivation and attention to [students who are having difficulty learning English in the context of English ability and student achievement of higher quality.

#### 1.5 Scope and Limitation of the Study

The study's focus was on teachers' practices for teaching English as a foreign language. This research focused on teacher's strategy in integrating English language skills to Students' Eleven Grade At Madrasah Aliyah Negeri 1 Gondanglegi Malang.

The limitation of this study was the participants of this study was limited, because there is only one language class and one English teacher in eleventh grade at Madrasah Aliyah Negeri 1 Malang. Because the researcher only collected data from one English teacher, data sources became limitation of this research.

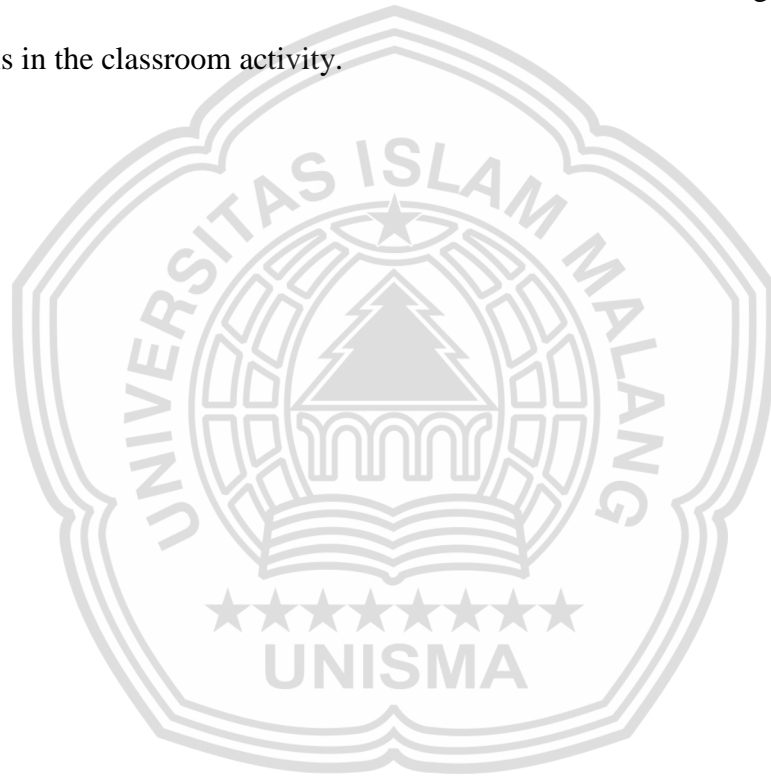


## 1.6 Definition of Key Terms

Definitions of key terms are provided to avoid misunderstandings and ambiguities. Some terms used in this study need to be defined

**Teaching Strategy** are technique or method that teachers use to deliver course material in ways that keep students engaged and practiced in the classroom.

**Integrated Skills** is a combination of at least two/four of four English language skills in the classroom activity.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter contains a conclusion and suggestions based on the research findings and discussion. To achieve the goal, researcher explained conclusions of the study and make suggestions to teachers and the next researchers.

#### 5.1 Conclusion

Based on the previous chapter, the researcher found the kinds of teaching strategy in integrating English language skills. In teaching English, the teacher used several sessions in the learning. The first is pre-teaching, sometimes known as opening. In this session, the teacher began the meeting by praying and greeting the student, and give some motivation to students. Then, the teacher instructed the students to prepare materials. The following session is a teaching activity. Before beginning to instruct students in this session, the teacher prepared the content. The final action in the teaching-learning process is post-teaching. The action of the post's teachings is coming to an end in class. During teaching activities, English teachers implement strategies, the problems that English teachers face in implementing the strategy and how teachers face those problems.

Based on the research data, the researcher concluded that English teachers conducted four strategies when teaching English to the students at Eleven Grade Madrasah Aliyah Negeri 1 Malang. The first strategy was Group Presentation, this strategy has integrated reading skill, listening skill and speaking skill. Second strategy was Q&A Session, this strategy has integrated listening and speaking

skills. Third strategy was Reviewing Material, this strategy has integrated listening skill. And the last strategy was Role Play, in this strategy has integrated speaking skill and grammar pronunciation. In the presentation group, the teacher asks students in groups to discuss a topic and present it to their friends. In the question and answer session, the teacher asks students to discuss about topics that have not been understood. In this study there were two implementations of material review techniques; the first was a student's review and the second was a teacher's review. The teacher asks students to review the issues covered in the group presentation as part of the implementation strategy. The teacher delivers a more in-depth explanation of the issues that have been presented throughout the teacher's review. The teacher instructed the students to act out a conversation between two students during role play.

## 5.2. Suggestion

Based on the conclusion above, the researcher suggested English teacher and the other researcher related to the research findings. The researcher hopes that the findings of this study might be used as an experiment as well as a resource for other teachers and next researcher.

### 1. English Teachers

Researcher suggested teacher in teaching English to find out the students' enthusiasm in learning English. The researcher suggested that teachers can consider teaching strategies in integrating English language skills, because it was very important for the students. And teacher should know about characteristics each students who feel insecure, sometimes feel embarrassed to ask.

## 2. Further Researcher

The researcher hopes that other researchers can guide other teachers' strategies to more effectively assist students in speaking, writing, reading, listening, and other skills. For the further researcher, they should be motivated in conducting further research to find various teacher's strategies in teaching learning English.



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