

**ANALYSIS OF THE TEACHER'S STRATEGIES IN  
TEACHING ENGLISH IN VIDEO TEACHING LEARNING  
PROCESS**

**THESIS**



**BY  
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DEPARTMENT OF LANGUAGE EDUCATION  
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2020 M/1442 H**

**ANALYSIS OF THE TEACHER'S STRATEGIES IN  
TEACHING ENGLISH IN VIDEO TEACHING LEARNING  
PROCESS**

**A THESIS**

Presented as Partial Fulfillment of the Requirements for the Attainment of  
*Sarjana Pendidikan* Degree in English Education



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**2020 M/1442 H**

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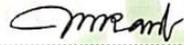
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Terima kasih atas perhatiannya.

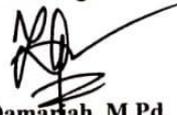
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## MOTTO AND DEDICATION

THE KEYS TO BE HAPPINES PERSON ARE ENJOYED, FACED, AND  
DON'T FORGET TO ALWAYS BE GRATEFUL IN ANYTHING  
SITUATIONS AND CONDITIONS

“SRI MARTINI”

YOU CAN IF YOU THINK YOU CAN

### **THIS THESIS ARE DEDICATED TO:**

1. My beloved father Mr. Muhammad Tenang (Almarhum)
2. My beloved mother Mrs. Sri Martini
3. My beloved brother Muhammad Nurkholis
4. My beloved sisters Martiwi Tri Atnang and Catur Mauliani
5. My big family of Wongsodiredjo Squad
6. For all of my beloved tutor in my work place; Mrs. Erna, Mrs Siti Istikharoh, Mrs. Wiwin Elpira, Mrs. Zahratun nisa, and all of the teacher's in MIS NU Palangka Raya.
7. For all of my beloved lecturers
8. For all of my friends of English Education Program 2014

Thank you for being here with me, support me, pray for me, and always motivate me in any situations. May Allah Swt. always bless your life and protect you wherever you are.

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1. This thesis has never submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may imposed to me.

Palangka Raya, October 22<sup>nd</sup> 2020

Yours Faithfully,



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## ABSTRACT

Nurkhotim Dwi Jayanti. 2020. Analysis of Teacher Strategies in Teaching English in the Teaching Video Learning Process. Thesis, Department of Language Education, Faculty of Tarbiyah Teacher Training Education, Palangka Raya State Islamic Institute. Advisors: (I) Hj. Apni Ranti, M.Hum (II) Zaitun Qomariah, M.Pd.

**Keywords:** *Teacher strategy, English teaching strategy, High Order Thinking Skills, Discovery Learning*

The study was aimed at describing the Analysis of teacher strategies in teaching English in the teaching video learning process of Video Pembelajaran HOTS Mapel B Inggris SMP from the YouTube account managed by Romi Siswanto. To find out the strategies used by the teacher and to describe how the English teacher applies the strategies in teaching the English learning process of the video.

This study used a qualitative approach. In data collection, this study uses data collection techniques; observation and documentation. Subject of the study was the English teacher who act as a teacher in video pembelajaran HOTS Mapel B Inggris SMP. The data were analyzed by using some procedures; coding, data reduction, data display and conclusion.

The findings showed that the strategies used by the teacher in the teaching English learning process of the video applied by the English teacher as follows; Discovery learning as a learning strategy, Window shopping and One stay three strays as a learning activities. The findings also showed several stages that used by the teacher in teaching the English learning process of the video as follows; first, in the pre-teaching activities, the teacher and the students open the activity by taking pray before the lesson activity. Second, while teaching the core activities of the teacher's strategies used to explain the materials. Third, in post-teaching activities, the teacher and the students give some conclusions of the material based on the activities and give suggestions to the students.

The strategies that the researcher found from this research are recommended to apply by the teacher. especially for the English teachers, and also for the other researchers. Especially for the students that using discovery learning strategy can be collaborated with window shopping and one stay three strays activity as a strategy in understanding the material discussion is very useful for education. And also, it can help the students to improve their learning experience and their skill ability in reading, listening, speaking, and writing.

## ABSTRAK

Nurkhotim Dwi Jayanti. 2020. Analisis Strategi Guru Dalam Pengajaran Bahasa Inggris Dalam Proses Pembelajaran Video Mengajar. Skripsi, Departemen Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Advisors: (I) Hj. Apni Ranti, M.Hum(II) Zaitun Qomariah, M.Pd.

**Kata Kunci:** *Strategi Guru, Strategi Mengajar Bahasa Inggris, High Order Thinking Skills, Discovery Learning*

Penelitian ini bertujuan untuk mendeskripsikan Analisis Strategi Guru dalam Pengajaran Bahasa Inggris pada Video Pembelajaran Proses Pembelajaran Video Pembelajaran HOTS Mapel B Inggris SMP dari akun YouTube yang dikelola oleh Romi Siswanto. Untuk mengetahui strategi yang digunakan oleh guru dan untuk menggambarkan bagaimana guru bahasa Inggris menerapkan strategi tersebut dalam proses pembelajaran bahasa Inggris dalam video.

Penelitian ini menggunakan pendekatan kualitatif. Dalam pengumpulan data, penelitian ini menggunakan teknik pengumpulan data; observasi dan dokumentasi. Subjek penelitian ini adalah guru bahasa Inggris yang berperan sebagai guru pada pembelajaran video SMP HOTS Mapel B Inggris. Data dianalisis dengan menggunakan beberapa prosedur; pengkodean, reduksi data, tampilan data dan kesimpulan.

Hasil penelitian menunjukkan bahwa strategi yang digunakan guru dalam proses pembelajaran bahasa Inggris dalam video yang diterapkan oleh guru bahasa Inggris sebagai berikut; Discovery learning sebagai strategi pembelajaran, Window shopping dan One stay three strays sebagai kegiatan pembelajaran. Temuan juga menunjukkan beberapa tahapan yang digunakan guru dalam proses pembelajaran bahasa Inggris melalui video sebagai berikut; pertama, dalam kegiatan pra mengajar, guru dan siswa membuka kegiatan dengan berdoa sebelum kegiatan pembelajaran. Kedua, saat mengajar kegiatan inti strategi guru digunakan untuk menjelaskan materi. Ketiga, dalam kegiatan pasca mengajar, guru dan siswa memberikan kesimpulan materi berdasarkan kegiatan dan memberikan saran kepada siswa.

Strategi yang peneliti temukan dari penelitian ini direkomendasikan untuk diterapkan oleh guru. Khusus untuk guru bahasa Inggris, dan juga peneliti lainnya. Khusus untuk siswa yang menggunakan strategi discovery learning dapat dikolaborasi dengan window shopping dan aktivitas one stay three strays dalam memahami materi pembahasan sangat bermanfaat bagi dunia pendidikan. Selain itu, dapat membantu siswa untuk meningkatkan pengalaman belajar dan kemampuan mereka dalam membaca, mendengarkan, berbicara, dan menulis.

## ACKNOWLEDGEMENTS

Alhamdulillah, the writer like to express his sincere gratitude to Allah SWT., for the blessing bestowed in his whole life particularly during the thesis writing without which this thesis would not have come to its final. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true. Her appreciation is addressed to:

1. Rector of IAIN Palangka Raya, Dr. H. Khairil Anwar, M.Ag., for his direction and permission of conducting the thesis.
2. Dean of Faculty of Education and Teacher Training, Dr. Hj. RodhatulJannah, M.Pd., for her invaluable assistance both in academic and administrative matters.
3. Vice Dean in Academic Affairs, Dr. Nurul Wahdah, M.Pd., for her invaluable assistance both in academic and administrative matters.
4. Secretary of Departement of Language Education, Akhmad Ali Mirza, M.Pd., for his invaluable assistance both in academic and administrative matter.
5. Chair of English Study Program, Zaitun Qamariah, M.Pd., for her invaluable assistance both in academic and administrative matters.
6. Her academic lecturer, her first advisor Hj. Apni Ranti, M.Hum and her second advisor Zaitun Qamariah, M.Pd, for their generous advices, valuable guidance and elaborated correction during their busy time to completion her thesis.
7. The members of the board examiners, for their corrections, comments and suggestions which are profitable to accomplishing of this thesis.

8. All lecturers of Study Program of English Education from whom she got in-depth knowledge of English and English teaching.
9. Her beloved parents for their moral support and endless prayer so that she able to finish my study. May Allah always bless all of them. Aamiin.
10. All her friends and classmates of Study Program of English Education that always supported me, especially for 2014 period, thank you for the support in sadness and happiness during the study in undergraduate program and for their spirits to accomplish her study.
11. Her beloved co-workers of all the teachers at MIS NU who always provide prayers and support me. So, that she can immediately finish her thesis. may Allah SWT always bless and protect all of you wherever you are

Finally, the researcher realized that this paper could not be perfect. There were many mistakes and errors. Therefore, the writer really allows the readers to give critics and suggestions for this graduating paper in order to be better. The writer hopes this paper will be useful for the readers in general and for the writer herself especially. Wassalamu'alaikum Warahmatullahi Wabarakatuh

Palangka Raya, October 22<sup>nd</sup> 2020

The researcher;

Nurkhotim Dwi Jayanti

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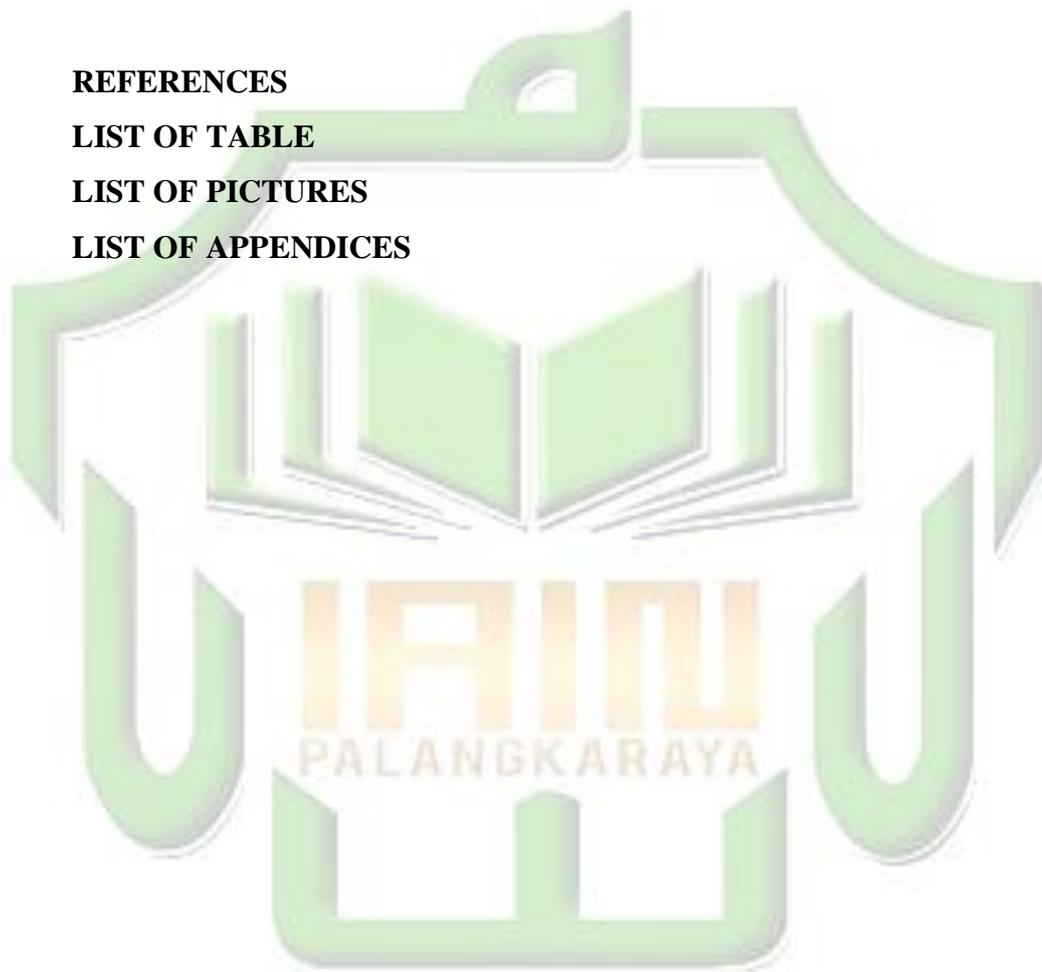
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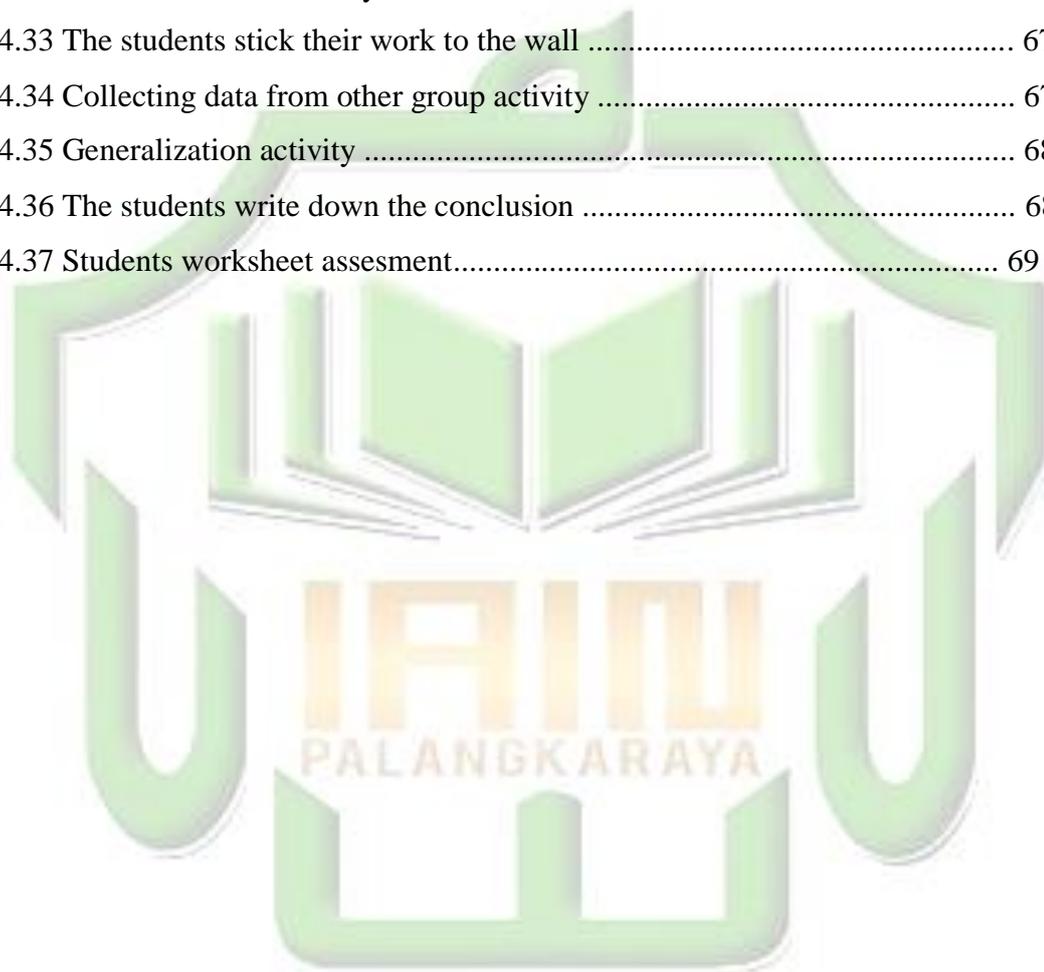
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## **CHAPTER I**

### **INTRODUCTION**

This part discusses the background of the study, research problem, objective of the study, scope and limitation, significance of the study, definition of key terms.

#### **A. Background of the Study**

According to Ahmad Sudrajat (2007), teacher competency is a picture of what a teacher should be able to do in carrying out his work, both in terms of behavior and intended outcomes. Meanwhile, according to Nana Sudjana (2002: 17), teacher competence is a basic ability that must be possessed by teachers. Therefore in improving student learning outcomes, it is highly demanded to give a view of the teacher's competence in teaching the subject matter. Based on this opinion it can be concluded that to be a good teacher must be able to master several competencies related to teacher professionalism. According to the Law of the Republic of Indonesia No. 14 of 2005 stated that teacher competencies include personal, pedagogical, social, and professional competencies.

The world of education never stops but always brings up new things. Teachers must be able to keep up with the times so that they know in advance from students and society at large. A teacher must also adjust to the rules or guidelines set by the government listed in the curriculum. The curriculum is a guide or reference that must be used by teachers to carry out learning activities, including in learning English.

The curriculum that has been endorsed by the government is the 2013 curriculum. Based on the Ministry of Education and Culture Regulation No. 81 A of 2013, the learning process according to the 2013 curriculum is an educational process that provides opportunities for students to develop all their potential into abilities that are more improved than previously seen from aspects attitude (affective), knowledge (cognitive), and skills (psychomotor). This ability will be needed by these students in their lives and for society, nation and to contribute to the well-being of humanity.

Therefore, in a learning activity, it should have a direction towards empowering all potential students so that they can become the expected competencies, especially in learning English.

There are four skills in learning English, they are speaking, reading, listening, and writing. Those skills are related to each other and cannot be independent; therefore, not just for the teacher. But also, for the learners need to master all of the four skills. Uma and Ponnambala (2001) state that mastering language skills will determine the students' communicative competence in the target language

According to Brown and Yule (1999: 112), teacher's strategies are important to attain the lesson objectives, which affect the teaching learning circumstances and speaking skill is typically a sign of successful language learning these become the focus of the study. In hence, the teacher should apply variety strategies to solve student's problems especially in

English class. Based on the definition above, it could be concluded that the learning strategy is a learning procedure in helping student learning efforts, organizing experiences learn, organize and plan teaching materials, so that the process is created more effective and efficient learning to achieve goals learning.

The success of teaching and learning process, including teaching and learning English subjects is greatly influenced by some components namely the teacher, students, method, motivation, and the linguistic factors.

According to Bygate (1987:3), the one of the basic problems in teaching English as a foreign language is to prepare learners to able to use the language. So the teacher should prepare the English material and one of the preparations strategies before they teach the students. Teachers should have strategies to improve the achievements of their students. In teaching learning process teachers should have their own strategies to teach their students. Every strategy has weakness and strength when it is applied to their students.

The researcher conducts pre-research and observation in youtube, by following the teacher learning process of teaching English on junior high school. Based on the each videos, the researcher found the process of teaching in the class were the teacher used some differences techniques in teaching English class. The teacher explained the material and then the teacher guide to listen, to read, to write, to speak of the students English

skills and give an example video of the material, then the students do the assessment of the example video that shows by the teacher. Then the teacher asks a question and answers with the students about the video that was seen by the students and divides the students into a group consisting of 4 people, the group discusses how to complete the worksheet that was given by the teacher and the teacher gives time for the students to answer the question and then write the answer on the whiteboard in front of the class.

Based on the explanation above, the researcher found the video. The title of the video analyzed was the HOTS subject B English learning video for SMP which was uploaded by Romi Siswanto on his YouTube account.

Based on the information the researchers got from this video, the learning process was carried out in a state school called SMPN 1 Cimahi, grade IX of second semester which involved an English teacher named Euis Rini Purwati with a video duration of 34:36 minutes and the researcher is interested with the strategy that was used by the teacher. The reasons why the researcher chose that video is because the English teacher in the video uses a unique strategy to make the students in the class can be more active in learning English and the researcher hopes that the strategies in the video can be used as one of the guide references to the process of the English teaching learning process in real life.

Based on the researcher's pre-observation on July, 2020 through watching video about teaching learning process on Romi Siswanto channel

of youtube. The researcher is interested in figuring out which strategies are more recommended than individual videos that used by the English teacher for teaching English especially for improve the students skill in learning English.

The differences my thesis with the journal about teacher strategies in teaching English lessons on the Video Pembelajaran HOTS mapel B Inggris SMP by Romi Siswanto channel of youtube. The researcher explained about the teaching learning activity of a person in communication is often influenced by the characteristics of his personality. Based on the research above, there are two main characters in a person, namely extrovert and introvert. Students with an introverted character have a different ability than an orthograd student in communicating a foreign language. To overcome this problem, the teacher who teach English subject in the video.

The teacher as the object of this study did some strategies to improve students' English skills. In the video of Junior High Schools also study English. Junior High School offers a bridge between the gentler pace of the elementary phase, and the challenges of Senior High School that many follow. It also assists educators to determine a possible future direction for their students. The strategy of teaching learning education can be a system continues to provide an alternative.

Based on the statement, the researcher is interested in conducting the research under the title: **“Analysis of The Teacher’s Strategies in**

**Teaching English in Video Teaching Learning Process**". Considering those explanations, the students in this video will be confidence and talk-active to practice in front of class after the teacher used the strategy in improving their skills in learning English especially in the four basic skills in English. In fact, most of students still confuse about how to listen, read, write and speak English and communicate to other before the teacher used the strategy caused they have problems in learning English.

I started to focus my research on English teacher in teaching conventions as a way to make meaning, and I found some interesting ideas. But as I searched for ways to push for higher levels of cognition to help students with conventions 2 and meaning-making, the idea I found most intriguing is one I found most frequently described in other disciplines. Discovery learning, a means of learning new concepts used in English subject in the class, appealed to me as a pedagogy for helping students come to a stronger understanding of their English skills and concepts they were lacking. In short, discovery learning involves students analyzing data for patterns or common characteristics and developing based on those observations. Rather than listening to a teacher simply explain a concept, then, discovery learners are figuring the concept out for themselves by examining some sort of story. Because it relies on students to come to an understanding rather than a teacher professing that understanding to them, learning by discovery taps into students' higher-level thinking and pushes them to find and draw conclusions for

themselves. In addition, it is most often done at least partially collaboratively, an additional skill needing refinement for many of lower-level students. Finally, and importantly, it could be developed into a variety of activities covering a wide range of skills and concepts. So I set out to determine if discovery learning was possible in the writing classroom and if it would make a difference in my struggling students. The metacognition and higher-order thinking required in discovery learning seemed a promising possibility for developing learning that would transfer from the activities, as it required more of them cognitively than simple skill and drill practice like some of my previous pedagogy employed. Meanwhile, I hoped that discovery learning could be a complementary teaching method that would help my students develop their skills with in spite of my best efforts to help them understand the materials of Narrative text. After initial exploration of scholarly research and development of a variety of discovery learning activities, the theory seemed promising: previous work in composition theory research indicated that well-designed discovery learning activities should improve student understanding of Narrative text concepts and transfer to their practice of explaining the conclusion. After developing the theory and then some activities, I set out to determine if the promise of the research would play out in the reality of the classroom. With my goals and plans in perspective, the remainder of this chapter describes the curriculum and student population I work with in greater detail and defines discovery learning.

## **B. Research Problem**

The problems of the study are state as:

1. What are the strategies used by the teacher in the teaching English learning process of the video?
2. How is the English teacher applies the strategies in teaching English learning process of the video?

## **C. Objective of the Study**

Based on the research problems above, the research is conducted to investigate about the teacher strategies in teaching English on the video.

The objectives of the study are state as bellows:

1. To find out the strategies used by the teacher in the teaching English learning process of the video.
2. To describe how to the English teacher applies the strategies in teaching English learning process of the video.

## **D. Scope and Limitation**

Based on the research problems above, the researcher focuses on the strategies used by the teacher on video teaching learning process has download from youtube and to find out how to the English teacher applies the strategies on video teaching learning process.

In this case, the researcher is not intend to report on all aspect of the teaching activities on videos. The researcher only focused on the activities of the English teacher in teaching English on video.

## **E. Significance of the Study**

## **1. Theoretical**

This research gives some useful information about English teachers strategies in teaching English Subject. This research is expected to be used as a reference for other researchers to conduct a research in the English teachinglearning process. Hopefully, the result of this study is useful for students, teachers, and all of the readers. And the results of this study is may help the teacher to improve their strategies in teaching English.

## **2. Practical**

- a. For the students, the finding of the research can be used as a new reference to learn English. They can know kinds of teacher' teaching strategies and they can choose one of the strategies that use by the teacher.
- b. For English teachers, the findings are expected to be the useful contribution that can be transferred to learners based on their characteristics. By considering each student may employ different strategies, the teacher can take one of the strategies in teaching English to their students. Based on the statement above, the teacher has to have a strategy to make the students ready to listen, read, write, and speak. By applying the correct strategies in teaching and learning process,
- c. For the next researchers, this thesis will give some contribution and information for next researchers about strategies in teaching

English used by the English teacher. The result of the research is expected to give some contributions to students, teachers, and future researches.

## **F. Definitin of Key Terms**

### **1. High-order Thinking Skills**

Higher Order Thinking Skills are defined as including critical, logical, reflective, metacognitive and creative thinking (King, 2011). All of these skills are active when a person is faced with unusual problems, uncertainties, questions and choices. The successful application of these skills lies in validating explanations, decisions, performances, and products in the context of existing knowledge and experience and the continued development of these skills or other intellectual skills.

### **2. Strategy**

Strategy is plan intended to achieve a particular purpose (David in Haidir, 1976:99). According to Glueck and Jauch (1989), Strategy is a plan devised by bringing together what is indispensable and integrating that linking the strategic advantage in a company with

the newly planned environmental challenges establishes that key objective can be adept.

### 3. English Teaching Strategy

According to Gerlach and Ely (2008:1) teaching strategy is a ways that have been chosen to deliver the teaching method in teaching learning. It means that teacher needs strategy in teaching the students. The research specifies that the students are EFL students, which English is taught and used as foreign language in Indonesia.

### 4. Discovery Learning

Discovery learning is defined as the learning process that occurs when students are not presented with the lesson in its final form, but are expected to organize themselves. As Bruner's opinion, discovery learning can be defined as the learning that takes place when the students is not presented with subject matter in the final form, but rather required to organize it him self (Lefancois in Emetembun, 1986: 103). The basic idea of Bruner is Piaget's opinion which states that a child should play an active role in learning in class.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter includes about the literature of the research such as the previous study, parts of speaking, and part of teaching speaking.

#### **A. Previous Study**

Mitra Muhlisin (2018) conducted a study entitled “The Teacher’s Strategies In Teaching English Speaking At The Students Of Mtsn- 1 Kota Palangka Raya”. The research results show that teacher strategies were storytelling, role playing, exercises and creative tasks. The strategy can help students to be more enthusiastic and confident in learning to speak English. Teaching material strategy, teachers used several strategies that are fairy tale styles, using text scripts, watching videos and learning outside the classroom. Such strategies can help their students to be confident and motivated. Then, the students' response to the teacher's strategy that they are more active in speaking class and enjoy learning English especially speaking practice although there are still some that have not been smooth. This research can give good and effective contribution in teaching speaks English for junior high school students equal. Furthermore, the strategy also helps teachers achieve the goals of the teaching and learning process and improve their knowledge and skills in speaking English.

Wijayanti (2018) conducted a study entitled “ Strategies Used By The Teacher In Teaching Speaking Skill At The Seventh Grade Students

Of Full Day Class In Mtsn 6 Boyolali Academic Year 2018/2019” This research finding that the teaching strategies used the teacher in speaking class of full day class at seventh grade in MTsN 6 Boyolali. The first meeting, the teacher in teaching speaking skill used three strategies that are: used keep students to speak the target language, base the activities on easy language, and the teacher used the group work. The second meeting, the teacher in teaching speaking skill used three strategies that are: base the activities on easy language, used keep students to speak the target language, and give some instruction or training in discussion skills. The third meeting, the teacher in teaching speaking skill used three strategies that are: the activities on easy language, keep students to speak the target language, and give some instructions or training in discussion skills. Based on three meeting above, the teacher in teaching speaking skill oftentimes base the activities on easy language, keep students to speak the target language, and give instructions or training in discussion skills. The problems faced by the teacher in teaching speaking process were: the students has lack of vocabulary, the students afraid and shy to speak English, Silent only, Mispronunciation, the students has lack the vocabulary.

Devi Widyaningsih (2018) conducted a study entitled “ Teacher’s Strategies In Teaching Speaking Skill For Eleventh Grade Students At Sma Bopkri 2 Yogyakarta”. Based on the data analysis as mention in finding and discussion, it can be concluded that the teacher only used and

applied six strategies in teaching speaking of eleventh grade. The teacher could not apply four teaching speaking strategies, because she just applied the strategies based on students' need. The four teaching speaking strategies that could not apply by teacher were Summarizing New Learning in a Graphical Way, Getting Students Working Together (In Productive Ways), Teaching Strategies Not Just Content, and Nurture Meta-Cognition. The teaching speaking strategies used and applied by the English teacher of SMA BOPKRI 2 Yogyakarta could help students active in the teaching and learning process, because the strategies in teaching speaking was already applied in a good way.

Erik Yuda Pratama (2015) conducted a study entitled "Teacher's Strategies in Teaching Speaking to Young Learners". The proficiency of speaking becomes one of the five skills that should be acquired by every child in this 21 century era (Seamolec on line course 2: 2006). Communicating and collaborating and language boundaries become a necessity in diverse and multinational communities. Mutually beneficial relationships are a central undercurrent to accomplishment in Business (Partnership for 21st century skills: 2008). This research is aimed to investigate the teacher's strategies, problems and solutions for teaching speaking to young learners. A case study design was used in this study, and the data were collected through observation, interview, and written document. The data from these three instruments were analyzed qualitatively. This research has found several strategies promoted by the

lecturer when teaching speaking to young learners. In the classroom activities, the lecturer used several strategies such as, role play, watching videos, jazz chant, digital storytelling, games, and repetition. The teachers might face several barriers in the classroom such as reluctant students, missing pronunciation and lack of vocabularies. But he can overcome those barriers by using various techniques of teaching speaking to young learners, such as implementing media and designing the lesson using topical-based syllabus (Pinter, 2006).

Andi Idayani (2017) conducted a study entitled “ An Analysis Of Teachers’ Strategies In Conducting Speaking Assessments At Mtsn Andalan Pekanbaru”. Teaching speaking is an important part in the language teaching, as well as the assessing speaking. Therefore, teachers need to use some strategies in conducting the assessing speaking. Based on that issue, this research was aimed at exploring teachers’ strategies in assessing speaking skill. To explore the problems, case study with a qualitative approach was adopted. This research employed observation, questionnaire and interview in collecting the data and involved five teachers from MTsN Andalan Pekanbaru. The collected data were analyzed by using flow data analysis process of Miles & Huberman (1994). The findings revealed that teachers apply the strategy of conducting the speaking assessment in the classroom which are started from the way they identify current status of classroom speaking assessment, the purpose of their speaking assessment, types speaking

assessment, then selecting the teachers' strategies of speaking assessment and last, teachers' perceptions of the effectiveness of classroom speaking assessment. In general, teachers implementing some strategies in conducting the speaking assessment. There were discussion and conversation, question and answer, role play, and repetition. This research was expected to broaden teachers' knowledge about strategies in assessing speaking in terms of the purpose and the type of assessment used, then teachers' perceptions of speaking assessment.

### **B. Higher-order Thinking Skills**

Most teachers are familiar with Higher-order Thinking (HOT) due to Bloom's taxonomy. It was found that it is common understanding that to develop students' HOT teachers should promote student engagement with learning tasks which exceed the second level 'comprehension' in order to encourage *application, analysis, synthesis* and *evaluation* activities in processing information (Zohar, 1999). This resonates with the notion that HOT encompasses any thinking skills which require more than mere recall or memorization of information (Ivie, 1998; Underbakke, Borg & Peterson, 1993).

Higher order thinking skills are based on lower-order thinking skills such as differentiation, simple application and analysis, and cognitive strategies that relate to prior knowledge of the subject matter content (vocabulary, procedural knowledge, and reasoning patterns). Suitable teaching strategies and learning environments that facilitate the

growth of higher thinking skills as well as student persistence, self-monitoring, and an open-minded, flexible attitude.

Lewis and Smith (1993) explain that Higher order thinking occurs when a person takes new information and information stored in memory and interconnects and / or rearranges and expands this information to achieve a goal or find possible answers in a confusing situation. Various goals can be achieved through higher order thinking; decide what to believe; decide what to do; creating new ideas, new objects, or artistic expressions; make predictions, and solve problems.

There are several theories related to Higher Order Thinking Skills (HOTS). This includes Bloom's Taxonomy for the level of analysis, synthesis and evaluation (the old Bloom Taxonomy) and the level of analyzing, evaluating and creating (Revised Bloom's Taxonomy). In the Revised Bloom Taxonomy, which is included in the Higher Order Thinking Skills category is at the Analyze, Evaluate and Create levels. The definitions for each of these levels are as follows.

1. Analyze (Analyze)

Analyzing includes the ability to break a whole into parts and determine how the parts relate to one another or the parts to the whole. Analysis emphasizes the ability to break down a key element into parts and see the relationship between these parts. At the analysis level, a person will be able to analyze the incoming information and divide or structure the information into smaller

pieces to identify patterns or relationships and be able to recognize and distinguish the causes and effects of a complex scenario. The Analyze category consists of the ability to differentiate (Differentiating), organize (Organizing) and give symbols (Attributing)

a) Differentiating (differentiate)

Distinguishing includes the ability to distinguish parts of an entire structure in a suitable form.

b) Organizing (organizing)

Organizing includes the ability to identify elements together into an interrelated structure.

c) Attributing (attributing)

Attributing is the student's ability to mention the point of view, bias, value or purpose of a proposed problem. Attributing requires more basic knowledge in order to guess the meaning of the core problem being proposed.

2. Evaluate (Evaluate)

Evaluating is defined as the ability to make judgments based on certain criteria and standards. Often used criteria are determining quality, effectiveness, efficiency, and consistency, while standards are used to determine both quantity and quality. Evaluation includes the ability to form an opinion about something or several things, together with the accountability of that opinion

based on certain criteria. The existence of this ability is expressed by providing an assessment of something. The judging category consists of Checking (examining) and Critiquing (criticizing).

a) Checking (checking)

Checking is the ability to test internal consistency or errors in operations or results and detect the effectiveness of the procedures used.

b) Critiquing (criticizing)

Critique is the ability to decide results or operations based on certain criteria and standards, detect whether the results obtained based on a procedure to solve a problem are close to the correct answer.

3. Create

Create is defined as generalizing new ideas, products or new perspectives from events. Create here is defined as putting several elements in one comprehensive unit so that they are formed in a coherent or functional form. Students are said to be able to create if they can create new products by remodeling some elements or parts into forms or structures that have never been explained by the teacher before. The Create process is generally related to students' previous learning experiences. The Create process can be broken down into three phases, namely: a problem is given, where students try to understand the problem, and come up with a possible

solution; completion planning, in which students examine the possibilities and think about the design being implemented; and execution of completion, in which students successfully execute plans. Therefore, the creative process can be interpreted as a prefix that has different phases in which various possible solutions will emerge as is done by students trying to understand the problem (Formulating / Generating). This step is followed by a conical step, where students think of a method of completion and use it in the design of activities (Planning). Finally, the plan is carried out by means of students preparing the solution (Producing / Producing).

According to Mahdiansyah, Wirda and lucia (2018) state the elements of educational resources, the curriculum is one element that can make a significant contribution to realizing the process of developing the quality of potential learners.

The curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the ways used as inspiration for organizing learning activities to achieve certain educational goals. The curriculum is one of the tools to prepare students for life skills by current and future living conditions which is the period for students who are learning in the present and to live sustainably with all the challenges of the 21st century. The curriculum as the heart of education has a strategic position starting from the ideas, designs, documents, and their implementation.

In-Law No. 20/2003 on the National Education System is mandated that the curriculum must be developed and implemented to be able to increase the potential, interest, and intelligence of students. The curriculum needs to be aligned with the needs of 21st-century skills that are characterized by global awareness, growth of creativity and innovation, as well as a variety of abilities which include problem-solving, cooperation, finding valid information, communicating and using information technology, and being a responsible citizen and has a strong character and morals that are demonstrated in everyday life, both inside and outside the classroom.

According to Wendy A. Scott and Lisbeth H. Ytreberg (1990: P.9) state as a teacher of young children, we come to the job with our personalities already formed. There are abilities and attitudes. It helps a lot if you have a sense of humour, you are open-minded, adaptable, and patient.

The teachers who understands the cognitive and social processes of English learning activities for young learners is better equipped to help learners navigate the processes of classroom learning activities while also creating a fun, positive environment. In other hand, teaching English for young learners have a limited amount of time to accomplish their teaching goals and meet local requirements regarding the use of specific texts, tests, or other materials (Imaniah and Nargis (2017: p.5).

Imaniah and Nargis (2017) also argues, as an English teacher, must have or make some lesson planning before teach the students. Based on the lesson planning of Teaching English subject, each unit must be consists of description of course, relevance of course, learning outcomes, detail of the materials, worksheets, further discussion, and references. It is allowed students to have an intregated skills in teaching English for young learners.. Moreover, the concept of teaching English for young learners in the basis of level of young learners, their psychology, their environment, the principles, the technique and method that can be used in teaching English. And then, at the end of each unit, there will be questions, quizzes, or cases given to students in order to measure students' comprehension that related to the materials.

### **C. Strategy**

W. Gulo (2002: 2) a plan, method, or series of activities designed to an achieves a particular education goal. To make a strategy required a set of teaching methods. A teaching program organized by the teacher in oneon-one meetings can be carried out with various methods such as lectures, questions, answers, assignments and discussions. The whole method includes instructional media used to describe learning strategies.

In context learning, teaching strategy as pattern of teacher behavior that are recurrent, applicable to various subject matters, characteristics of more than one teacher, and relevant learning (Soli Abimanyu, 2008).

According to Kemp (1995) learning strategy is a learning activity that must be done by teachers and the students so the learning objectives can be achieved effectively and efficiently. In this case requires a learning strategy that is still conceptual and to implement use a variety of teaching methods. Learning method that can be used to imply learning strategies including lectures, demonstrations, discussions, simulations, laboratory, field experience, brainstorming, debates and symposia. The learning method is basically a form of learning that is reflected from start to finish that presented by the teacher. Cathy and Robert argued that strategy in teaching is used to make the learning environment come alive and make the lesson learned last beyond the next test. Here, researcher defines strategy which is an action designed to achieve a long-term or overall aim rather than theory. Hence, it is not only strategies in the theories, but specifically it is the practice way of maximizing teacher enthusiasm which is for increasing the students in English learning activity.

#### **D. English Teaching Strategy**

##### **1. The Stages of Teachers' Strategies**

Based on the stages in the Lesson Study proposed by Slamet Mulyana (2007), there are three stages in the Lesson Study, namely: (1) Planning (Plan); (2) Implementation (Do), (3) Reflection (Check), and Follow up (Act).

###### **a. Planning (Plan)**

In the planning stage, teachers who are part of the Lesson Study collaborate to develop lesson plans that reflect student-centered learning. Planning begins with the activity of analyzing the needs and problems faced in learning, such as basic competencies, ways to teach students, anticipating the lack of learning facilities and facilities, and so on, so that they can know various real conditions that will be used for learning purposes. Furthermore, together a solution is also found to solve all problems found. The conclusion from the analysis of needs and problems becomes a part that must be considered in the preparation of the lesson plan so that the lesson plan becomes a truly very mature plan, in which it can anticipate all possibilities that will occur during the learning process, both in the initial stage, the core stage until with the final stages of learning.

b. Implementation (Do)

In the second stage, there are two main activities, namely: (1) learning implementation activities carried out by one of the teachers to practice the lesson plans that have been prepared, and (2) observation activities or observations carried out by other Lesson Study members or communities. Some things that must be considered in the implementation stage, including:

- 1) Teachers carry out learning following the lesson plans that have been prepared.

- 2) Students strive to be able to undergo the learning process in a reasonable and natural setting.
- 3) During the learning activities take place, the observer makes a careful observation of the interaction of students, students, teaching materials, student-teacher, other students-environment, using the observation instruments that have been prepared previously.
- 4) Observers must be able to learn from ongoing learning and not to evaluate teachers.
- 5) Observers make observations through learning videos that have been set up for documentation and further analysis material.
- 6) The observer takes notes about the student's learning behavior during the learning process. Notes are made based on the guidelines and sequence of student learning experiences listed in the lesson plan.

c. Stages of Reflection (Check)

The third stage is very important because efforts to improve the subsequent learning process will depend on the sharpness of the analysis of the participants based on observations of the implementation of learning that has been implemented. The reflection activity is carried out in the form of discussions which is followed by all students guided by the teacher concerned. The

discussion starts from conveying the impressions of the teacher who has practiced learning and the strategies used during the learning process, by conveying comments or general impressions as well as specific impressions of the learning process undertaken.

Next, the observer submits his responses or suggestions wisely to the learning process that has been implemented in the learning video. In delivering suggestions, the observer must be supported by evidence obtained from observations, not based on his opinion for the sake of improving the learning process.

d. Stages of Follow Up (Act)

From the results of reflection can be obtained several new knowledge or important decisions for the improvement and improvement of the learning process, both at an individual level, as well as managerial. At the individual level, various valuable findings and input delivered during the discussion in the reflection stage (check) certainly become a capital for teachers and observers, both who act as instructors and observers to develop the learning process towards a better direction.

## **E. Techniques of Teaching English**

Hamnuri (2007:7) said the technique is a way that is done by someone to implement a method can run effective and efficient. The success of teaching English language depends in the technique that used by

the teacher in the class. According to Kayi (3-4) there are some techniques that teacher can use in teaching English Subject.

#### 1. Discussion

Group discussion maybe composed of three to five students discussion in effective active activity or strategy in improving the students' ability because all components in the class room (teacher and students) can play the role in teaching learning process. They will practice their speaking skill with their relation regularly.

#### 2. Role play

One other way of getting students to speak is role playing. Students pretend they are in various social contexts and have variety of social roles. In roles play activities, the teacher gives information to the learner such as who they are and what they think or feel.

#### 3. Simulations

Simulations are very similar to role-plays but what makes simulations different that role plays is that are more elaborate. In simulation, students can bring items to the class to create realistic environment. Role plays and simulations have many advantages. First, since they are entertaining, they motivate students. Second, they increase the self-confidences of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the some responsibility.

#### 4. Information Gap

In this activity, the students are supposed to be working in pairs, one student will have the information that order partner does not have and the partner will share their information. Information gap activities serve many proposes such as solving a problem or collecting information. Also, each partner does not provide the information the other need. These activities are affective because everybody has the opportunity to talk extensively in the target language.

#### 5. Brainstorming

One a give topic, students can produce ideas in limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is the students are not criticized for their ideas so students will be open to sharing new ideas.

#### 6. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates story telling fortes creative thinking. It also helps students express ideas in the format of beginning, development, and ending including the characters and and setting a story has have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles

or jokes as opening. In this way, not only will the teacher address students speaking ability, but also get attention of the class.

#### 7. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a change to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and introduce his or her partner to the class.

#### 8. Story completion

This is a very enjoyable, whole-class, free-speaking activity, a teacher starts to narrate from the previous one stopped. Each student is supposed to add from four to ten sentences. Student's calls add new characters, events descriptions and so on.

#### 9. Reporting

Before coming to class, students are asked to read newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling friend in their daily lives before class.

#### 10. Answer and question

Answer and question are the activities that will influence the development of the student's ability because they will respond what the teacher who ask to them and they also can ask the teacher if they face the strength of the material.

#### 11. Picture Describing

One way to use picture in a speaking is to give students just one picture and having them describe what the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with the group, then, a spoke person for each group describes the picture to the whole class. This activity fosters the creativity and imagination of learners as well as their public speaking skills.

#### 12. Find the Difference

For this activity the students can work in pairs and each couple is given two differences picture, for example, picture o boy playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and or difference in the picture.

Based on the theories above, it can be concluded that the method/technique in teaching English learning process can be help the teacher in teaching English as foreign language and abridging the teacher understanding the material for the students.

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the researcher explains about the research methodology. This chapter consists of research design, subject of the study, source of data, research instrument, data collection procedure, and data analysis procedure, and data endorsement.

#### **A. Research Design**

This study applied qualitative research design because this study concerns with process. The data of this research are not statistic. The data analyzed finding with form description. It needed to collecting data related to object of the study.

Donal Ary (2010) stated that “Qualitative research is a generic term for a variety of research approaches that study phenomena in their natural setting, without predetermined hypothesis”. The descriptive research asked question about the nature, incidence, or distribution of variable, it involved describing but not manipulating variables.”

Creswell (2014) assumed that qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant’s setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning

of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation.

## **B. Subject of the Study**

According to Sugiyono (2018, p.81), sampling technique is the technique to take the sample. Based on the opportunity for each element to be chosen in the population, technique sampling is divided into two groups, they are; Probability Sampling and Non-Probability Sampling.

Non-Probability sampling is a sampling technique which does not provide equal opportunity or opportunity for all members of the population to be selected as samples. There are some technique sampling, but the researcher used purposive sampling in this study.

According to Sugiyono (2016: 85) purposive sampling is a data source sampling technique with certain considerations. The reason why the researcher using this technique is because it is not All samples have criteria that fit phenomenon under study. In this case, the researcher takes the sample of English teacher who teach in 8th grade student's with appreciative English course in the video.

Relevant to the purpose of this study and the research question which are aimed at exploring teacher's strategies in teaching English subject and student's response to the strategies employed by the teacher. Besides, the researcher focuses to the teacher as a subject of the

study on video download from Youtube. In this case, the researcher was analyzed the teacher's strategy in video by Romi Siswanto channel because this teacher had unique strategy in teaching English subject. The strategies used by the teacher in the video both in terms of the delivery of the material, the activities carried out, and from the video display. Then, the teacher emphasized speaking than others skill to teach the students.

### **C. Source of Data**

The source data of this research is based on the learning video uploaded by a YouTube channel of Romi Siswanto with the title Video Pembelajaran HOTS Mapel B Inggris and demonstrated by a teacher named Euis Rini Purwati. The data was collected by sample of population that chooses using purposive sampling.

The researcher took the sample of the the teacher from the video by using purposive sampling. The researcher choose this video because it has learn the models of strategy used by the teacher.

### **D. Research Instrument**

#### **1. Observation**

The Teacher observed by the researcher using the observation. In this case, The researcher analyzed all the activity on video download during the teaching learning process. Observation was the activity that was done by the researcher to get data. There were two kinds of observation, they were: Non systematic observation' which was done by the researcher without using instrument.

Systematic observation which was done by the researcher using instrument as the guide of the research. The researcher used systematic observation in collecting the data.

The observation focused on teachers' strategies in video. In this part, the researcher used checklist as instrument to take information related to the activity in the classroom in video.

## 2. Documentation

A valuable source of information in qualitative research can be documentation. Sugiyono(2008:240) stated that documentation can be written and picture by someone that can be used to obtain information. The function of documentation method is to make credible the result of observation. In this research, the documentation guide is subjects' grade transcript.

## E. Data Collecting Procedures

To collect the data, it used documentation as the instrument. The techniques of data collection are through several steps.

1. Video download about teaching speaking strategies from youtube
2. Observing the teaching speaking strategies in video download by using observation instrument.
3. Making check mark on video with classify some part of video
4. Documentation part of video use the strategies

## **F. Data Analysis Procedures**

### **1. Coding**

The first stage in analyzing qualitative data here involved coding. Coding is analogous to getting ready for data provided. The first step in coding was referred to as open coding, preliminary coding, or provisional coding. The most common approach was to read and reread all the data and sort them by looking for units of meaning—words, phrases, and sentence to make it easy to be learned. In this stage, after get the data the researcher collected the data. It was easier to read the data. In short, by coding the all data we gathered, we can underline the significant data that are appropriate with our topic of research. So, it will be easier read the data.

### **2. Data Reduction**

The second step of data analysis was data reduction. It is the process of reducing the data occurring repeatedly. “Reducing the data means summarizing, choosing the main thing, focusing on the important things, finding the topic and the form”. In this stage, the researcher get the data from obsevation. The result observation showed how the teacher used the strategies in teaching speaking comprehension. In this step, the irrelevant data was reduced and the needed data was included.

### **3. Conclusion**

In this last step data analysis that was conclusion. Here, the researcher begin to see what was the data. The researcher examined all entries with the same code and then merges these categories and finding the connection among the categories. Then, it continues to tell the stories and to make connection among stories. Finally, the researcher can got the result and conclusion of the research.

### **G. Data Endorsement**

In this research, the researcher used triangulation technique. Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behaviour. The use of multiple methods, or the multi-method approach as it is sometimes called, contrasts with the ubiquitous but generally more vulnerable single method approach that characterizes so much of research in the social sciences. In its original and literal sense, triangulation is a technique of physical measurement: maritime navigators, military strategists and surveyors, for example, use (or used to use) several locational markers in their endeavours to pinpoint a single spot or objective. By analogy, triangular techniques in the social sciences attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint and, in so doing, by making use of both quantitative and qualitative data. Triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research (Campbell and Fiske 1959).

Thus, triangulation technique means the researcher used two or more techniques in collecting the data to get validity. The purpose of triangulation is to increase the credibility and validity of the findings. Further, Denzin (in Patton, 2009) stated that there are four techniques in triangulation. Those are: (1) source triangulation, (2) investigator triangulation, (3) methodological triangulation, (4) theoretical triangulation.

#### 1. Source triangulation

In source triangulation, the researcher used many sources or participants to get the accuracy of data. According to Sugiyono (2013 : 330) sources triangulation is to get the data from different sources with same techniques.

#### 2. Investigator triangulation

Investigator triangulation means technique that use more than one researcher in collecting and analyzing data. From some researcher's view in interpreting information and collecting the data, the validity of data can be increased Silverman in (1993 : 142).

#### 3. Methodological triangulation

Methodological triangulation refers to researcher use more than one method in the research. Cohen (2000: 113) explained "Methodological triangulation is using the same method on different occasions or different methods on the same object of study". Thus,

methodological triangulation is making different method to get validity of data.

#### 4. Theoretical triangulation

Theoretical triangulation means the researcher compares the data finding with perspective theory that is relevant. Here, the researcher is demanded to have expert judgment to compare the finding of research with the certain theory.

From those types of triangulation, the writer used sources triangulation and theoretical triangulation to get validity of data. The writer collects the data by using observation guide which is supported transcript of the video and documentation also compare the research with some previous study which can give evidence if the participants are people that proper to be used as subject of research.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter, the researcher presented the result of the data which had been collected from the writer in field of study which consists of data presentation, research findings, and discussion. The data were obtained from the strategies used by the teacher in the teaching English learning process of the video and how to the English teacher applies the strategies in teaching English learning process of the video.

#### **A. Data Presentation**

The study referred to the questions (1). What are the strategies used by the teacher in the teaching English learning process of the video?. (2) How is the English teacher applies the strategies in teaching English learning process of the video?. To answer the research questions has two instruments there are; observation and documentation.

The researcher has three times for observation and documentation the video on August 4, 7, and 8 2020.

During this stage, there were some techniques and instructions done by the teacher as her strategies in teaching English material especially in teaching narrative text. In general, The teacher has used discovery learning as a teaching method which is implemented using window shopping activities and collaborates with one stay two stray activities

## 1. Teacher's plan activity in video learning process

In this case, the researcher presented how the teacher prepared the use of some ways done by the teacher in teaching learning process in the video. Such as, Designing of lesson plan, synopsis of the steps learning activity, learning material, media and tools learning, learning method, and designing assessment.

### a. Designing lesson plan

The purpose of the lesson plan for school is a plan that illustrates the procedures and organization of learning to achieve a basic competency set out in the content standard and described the syllabus.

Base competence is the knowledge, skill and minimum attitudes that must be achieved by students to show that students has mastered the competences standard that has been set, therefore the base competence are a translation of competence standard.

Indicator is marker of achievement of KD which are characteristic by measurable behavioral changes that include attitudes, knowledge, and skill.

Based on the observation, the researcher found a design lesson plan that contains, basic competencies, achievements indicators and some information related to the learning videos which can be described as follows;

Table 4.1 The lesson plan activity

<p style="text-align: center;"><b>RENCANA PELAKSANAAN PEMBELAJARAN (RPP)</b></p> <p>Judul program: Video model pembelajaran SMP Kurikulum 2013</p>
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Sasaran : Guru dan siswa Mata Pelajaran : Bahasa Inggris Kelas / Semester : IX (Sembilan) / 2 Judul/Topik: Narrative text Materi Pokok: Fairy Tales Materi Pembelajaran: Fungsi sosial dan struktur teks narrative teks Pendekatan/ Model/Metode Pembelajaran: Discovery learning	
Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairytales, pendek dan sederhana sesuai dengan konteks penggunaannya.	3.7.1 Menjelaskan informasi terkait fungsi sosial yang terkandung dalam teks narrative (fairy tales) lisan dan tulis pendek dan sederhana. 3.7.2 Membandingkan fungsi sosial beberapa teks narrative; fairy tales lisan dan tulis pendek dan sederhana 3.7.3 Menyusun kalimat acak menjadi teks narrative yang runut sesuai dengan urutan yang logis secara lisan dan tulis 3.7.4 Membandingkan struktur teks beberapa teks narrative; fairy tales lisan dan tulis pendek dan sederhana.

#### b. Synopsis of the steps learning activity

The purpose of the synopsis of the steps learning activity is as a plan that illustrates the procedure and organization of learning to achieve an

#### SINOPSIS

Pembelajaran dengan model *Discovery Learning* memberikan kesempatan kepada peserta didik untuk mencari tahu tentang suatu permasalahan dan menentukan solusinya berdasarkan kepada hasil pengolahan informasi yang dicari dan dikumpulkannya sendiri, sehingga peserta didik memiliki pengetahuan baru yang dapat digunakannya dalam memecahkan persoalan yang relevan. Model *Discovery Learning* diterapkan pada pembelajaran Bahasa Inggris kelas IX semester 2 dengan materi pokok teks *Narrative* lisan dan tulis terkait *fairy tales* pendek dan sederhana. Model pembelajaran ini dituangkan dalam naskah video pembelajaran Bahasa Inggris dengan tahapan memberi stimulus (*stimulation*), mengidentifikasi masalah (*problem statement*), mengumpulkan data (*data collection*), mengolah data (*data processing*), pembuktian (*verification*) dan menarik kesimpulan (*generalization*). Melalui penerapan model *Discovery Learning* dengan aktivitas *window shopping* saat presentasi, peserta didik diharapkan mampu bekerjasama dalam kelompok untuk menemukan sendiri dan membandingkan fungsi sosial serta struktur teks beberapa teks *narrative* lisan dan tulis dengan memberi dan meminta informasi terkait *fairy tales* pendek dan sederhana, sesuai dengan konteks penggunaannya. Selain proses pembelajaran, video ini juga mencoba mengilustrasikan penilaian pengetahuan, keterampilan dan sikap sesuai dengan penilaian pada kurikulum 2013

activity that refers to syllabus in 2013 curriculum.

#### Picture 4.1 Synopsis of learning activity

This synopsis refers to the teaching learning activities of the video teaching learning process as follow: Pre teaching, while teaching, and post teaching.

In this video, the discovery learning model is applied to class IX English learning in the second semester of SMPN 1 Cimahi with the subject matter of written and oral narrative texts related to short and simple fairytales. This learning model is poured into an English learning video script with the following stages provide stimulus (stimulation), identify problems (problem statements), ask questions, and find answers on their own by concluding self-explanations (critical and creative thinking), collecting data (data collection), processing data (data processing), verification, and conclusions (generalization).

Through the application of the discovery learning model with window shopping activities during this presentation, students are expected to be able to work together in groups to find and compare the social functions of the text and text structures of several narrative texts that have been provided by giving and asking for the information they have gotten from the fairy tales. In this video, the teacher tries to illustrate some of the student learning process activities based on the criteria of teaching in the 2013 Curriculum.

In the 01:32 minutes of the video, the teacher prepare to searching some short video of the narrative text to show for her students in learning activity as her media that can be use to teach her students. And also, the teacher prepared some things as the media learning for window shopping in the learning activity. Such as; boardmarkers, sticky notes, stabillo, paper worksheets, glue, double tip, and paperboards.



Picture 4.2 The teacher's Prepare



Picture 4.3 The learning media materials

At 02:40 minutes, the video shows that the school is carrying out activities to familiarize the school literacy movement with its students. In this activity, students are asked to read books as literacy material.



Picture 4.4 The school literacy movement

The researcher make a observation in the video. For the first of data, observation were made to investigate the strategies used by the teacher in the video. The researcher used the observation checklist and documentation to obtain data. The observartion checklist was intended for instruments completed by observing the teaching and learning process in the video. The strategies that used by the teacher in the video was described as follow;

Table 4.2 The implementation of the strategies in learning activity

No	Aspect	Activities of class in the video	
1	Pre Teaching	1	At 03:22 minutes, the teacher greeted the students when she entered the class.

		2	At 03:38 minutes, the teacher asked one of the students to lead a prayer before they started teaching and learning activities together using English. And this is included in the "religious character education program" in accordance with the direction in the 2013 Curriculum.
		3	At 03:51 minutes, this learning video shows one of the activities that must be carried out by teachers and students before starting learning in accordance with the directions or references of the 2013 curriculum, namely by implementing a nationalist character education program for students by singing the Indonesia Raya national anthem together.
		4	At 04:17 minutes, the teacher greets students who are in the class and checks the attendance of their students by asking who the students are not attending that class that day.
		5	At 04:52 a.m., the teacher begins to carry out Apperception activities to students by providing brainstorming to students about an activity related to learning material that will be discussed in this lesson.
		6	At 05:39 minutes, the teacher provides motivation to learn to students related to the material to be delivered by explaining the material to be discussed at that time.
2	While Teaching	1	At 05:49 minutes, the teacher begins to explain the things that need to be considered by students in learning narrative text that will be studied together in the meeting.
		2	At 06:08 minutes, the teacher asks students to pay attention and read the rules of the activities that will be carried out during the learning process.
		3	At 06:56 minutes, the teacher explains again the things that must be done by the teacher and students during the learning process.
		4	At 07:24 minutes, the teacher provides stimulus to students related to material about narrative text by providing a worksheet that has been provided as a learning medium and asking students to answer these questions according to the video about narrative text that they will watch.

		5	At 08:00 minutes, the teacher provides the opportunity for students to ask questions and find answers by concluding the explanation of the answers described by the teacher. This is related to “critical and creative thinking activities in students according to the teaching instructions from the 2013 curriculum.
		6	At the 08:42 minute. The teacher takes a scientific approach to students in order to make it easier for students to understand the material related to Narrative text.
		7	At 08:52 minutes. students begin to observe the video that the teacher has prepared carefully and try to find some important information that they have to write down and answer according to the questions that have been provided on the student worksheet.
		8	At 10:53 minutes, the teacher conducts a questioning stage activity which aims to ensure that students can understand the story based on the video presented.
		9	At 12:42 minutes, the teacher conducts information gathering activities based on the information students have obtained after watching the narrative text video that has been presented. Then write down the answers to the questions on the worksheet or column provided based on the information that has been obtained.
		10	At 16:32 minutes. the teacher invites students to think critically and creatively about the video that has been delivered based on their respective understanding. This activity is an activity in the critical and creative thinking stage as one of the most important points in the 2013 curriculum.
		11	At 18:27 minutes, the teacher tries to direct students to identify the problem (problem statement) by distributing several envelopes containing pieces of sentences from a story to students according to their respective groups. In this activity students are asked to arrange the sentence pieces in the right order. Then answer the questions that have been provided in the worksheets that have been distributed according to the stories they have compiled

			<p>and paste them on the cardboard that has been distributed by the teacher. Then students are asked to identify the story by determining the social function and generic structure of the story.</p> <p>During the group activity, the teacher goes around to the group of students one by one while conducting group work assessments as well as helping to guide the group activities.</p>
		12	At 21:21 minutes the students carry out data collection activities to complete the assignments that have been given by the teacher.
		13	At 21:53 minutes. students have completed their task in arranging sentence pieces into a story. Furthermore, students continue their data processing activities by answering the questions on the available worksheets by discussing them with a group of friends.
		14	At 22:27 minutes. students enter the problem-solving stage of the assignments they have carried out. Starting from the process of determining the orientation of the story, the main character of the story, the problem of the story, and the conclusion of the story.
		15	At 24:31 minutes. the teacher directs students to choose one member of the group who will act as a spokesperson. Meanwhile, other members act as visitors to get story information from other groups.
		16	At 25:50 minutes, students enter the verification stage in understanding the narrative text material that has been provided.
		17	At 27:13 minutes the students started the activity of collecting and getting story information from other groups in accordance with the directions given by the teacher. During the activity, the teacher observes the course of student activities from group to group as well as carries out the assessment process.
3	Post Teaching	1	At 27:46 minutes. teachers and students enter the activity to draw conclusions from the activity material that has been carried out by means of Question and answer.

		2	At 32:21 minutes. students are asked to answer questions on student worksheets that have been distributed by the teacher. This is a process of checking the extent to which students can understand the material from the activities that have been carried out.
		3	At 32:49 minutes. teachers and students enter the closing stage of the learning activities that have been implemented.  At 33:01 minutes. before the teacher closes the activity, the teacher explains in advance what the material for students' teaching and learning activities in the next meeting.  And finally, closing greetings.

#### **c. Learning material**

Learning material is an information, tools and text needed for planning and reviewing the teacher strategies in teaching learning process in the video pembelajaran HOTS B. Inggris. Learning material is about narrative text and the using implementation of the teaching learning process in the video isdiscovery learning method by using window shopping activity.

#### **d. Media and tools learning**

Media and tools of learning are very important for students as teaching and learning aids. And also very needed by the teacher to stimulate students thoughts and feelings in learning activity. Based on the video, the teacher used some kind of media and tools in learning activity such as; Powerpoint,

#### **e. Teaching method**

Teaching method refers to the general principles so that learning activity can be carried out in a pleasant atmosphere, management strategies used for classroom instruction, and motivation so that the learning material becomes easier to be accepted by students.

## **2. The strategies applied by the teacher in teaching English**

### **a) Pre-activity**

During this stage, the researcher conducted the documentation and observation to acquire data on analysis of the teacher's strategies in teaching English in video teaching learning process.

Based on the video, the researcher found that in opening activity the teacher did in teaching the material narrative text is a someas with the synopsis plan. In observation activity the researcher found on observation there is some differences with the synopsis. Start in the pre teaching, whilst teaching and post teaching. Based on the activities by the teacher above the are some similarities that have done by the teacher in the real activities of teaching in the synopsis plan.

The management of learning that takes place in this video is classically followed by groups. When the teacher enters, she opens with greetings, asks about the students' news, leads the prayer, asks who is absent that day, and then records the attendance of the students. Furthermore, he explained about the material to be studied that day. During the learning process, the teacher randomly assigns students to them and takes turns reading material about the structure of narrative text

presented through power points. After that the teacher gives the opportunity for students who want to ask questions. The teacher also gives other students the opportunity to answer questions from their friends before they are finally corrected, completed, and concluded by him. Then he asked the students to form groups of 3-4 people in one group and each group was distributed worksheets. While working on the anecdote test structure worksheet, she walked over to each group and asked if there were any difficulties or not. Students also actively ask if something is not understood. After finishing work, one by one the representatives from each group presented their work while being assessed by the teacher. Then the teacher closes the learning process by reviewing the material previously discussed.

For the first data, observations were made to investigate the strategies used by English teacher. The researcher used the observation checklist and documentation to obtain data. The observation checklist was intended for instruments completed by observing the teaching and learning process in the video during the learning activities.

At 03:22 minutes, the teacher greeted the students when she entered the class. Then, the teacher asked one of the students to lead a prayer before they started teaching and learning activities together using English. And this is included in the "religious character education program" in



accordance with the direction in the 2013 Curriculum.

Picture 4.5 Religious character education program

At 03:51 minutes, the video shows one of the activities that must be carried out by teachers and students before starting learning in accordance with the directions or references of the 2013 curriculum, namely by implementing a nationalist character education program for students by singing the Indonesia Raya national anthem together.



Picture 4.6 Nationalist character education program

At 04:17 minutes, the teacher greets students who are in the class and checks the attendance of their students by asking who the students are not attending that class that day.



Picture 4.7 Greetings and attendance check

Dialog 1 (T: Teacher, S: Students)

*T: Assalamualaikum, Boy's and Girl's.*

*S: Wa'alaikumussalam Wr. Wb.*

*T: Okay. Tazky, lead a pray please!*

*S: Attention please! Before we start our lesson, let's pray in accordance with our faith and religion. Now, Let's start pray! Aamiin.*

Dialog 2 (T: Teacher, S: Students)

*T: Okay. Good morning students.*

*S: Good morning, Ma'am.*

*T: How are you today?*

*S: I'am Fine. Thank you. And how about you ma'am?*

*T: Alhamdulillah, I'am very well. Thank you. Okay. Anyway, is there anyone Absen today?*

*S: Ari, ma'am.*

*T: Ari? Oh what's wrong with Ari?*

*S: Last night, he told me that he got a fever.*

*T: oh I see. Okay. Well, before we start our lesson, let's pray for Ari. Hopefully, he is getting better soon.*

**Together** : Aamiin.

At 04:52 minutes, the teacher begins to carry out Apperception activities to students by providing brainstorming to students about an



activity related to learning material that will be discussed in this lesson.

Picture 4.8 Apperception activity

Dialog 2 (T: Teacher, S: Students)

*T: Okay. Well, when you were a child, did your parents tell you a stories?*

*S: Yes.*

*T: Okay, Faiz, What story did you like most?*

*S: uh. Jungle book ma'am.*

*T: oh jungle book?. Thats good (menunjuk kepada murid yang lainnya)*

*S: Cinderella and sangkuriang ma'am.*

*S: oh I see. (menunjuk kepada murid yang lainnya lagi)*

*S: Ande-ande lumut and Pinocchio ma'am.*

*T: Okay. Well. Now, do you like reading stories or watching movies?*

*S: Reading stories*

*S: watching movies*

*T: Okay. Do you enjoy doing it?*

*S: yes, ma'am. We enjoy it very much.*

At 05:39 minutes, the teacher provides motivation to learn to students related to the material to be delivered by explaining the material to be discussed at that time.

Dialog 3 (T: Teacher)

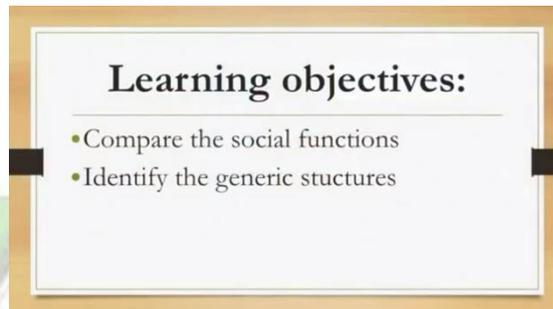
*T: Okay. Well, students.*

*The questions, I'll ask you. Related to the topic that we are going to do today.*

*Okay. Today, we are going to learn about narrative text in a form of fairytales.*

Based on the dialogue above, the teacher gave the students some motivation before they are learning about narrative text by opened the question-answer sessions with the students about their experience about a story tale when they were a child. The activity means that the students can be easily understanding and make the students can be more experience of the learning material about narrative text.

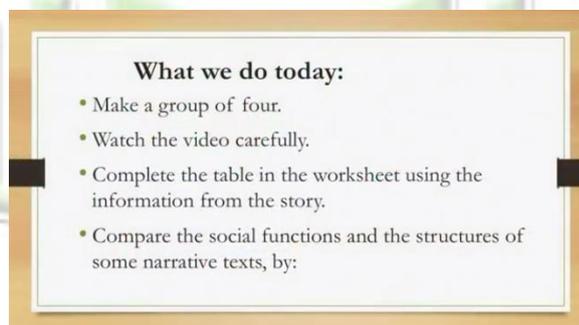
The teacher begins to explain the things that need to be considered by students in learning narrative text that will be studied together in the meeting and asks students to pay attention and read the rules of the activities that will be carried out during the learning process as follow:



**Learning objectives:**

- Compare the social functions
- Identify the generic structures

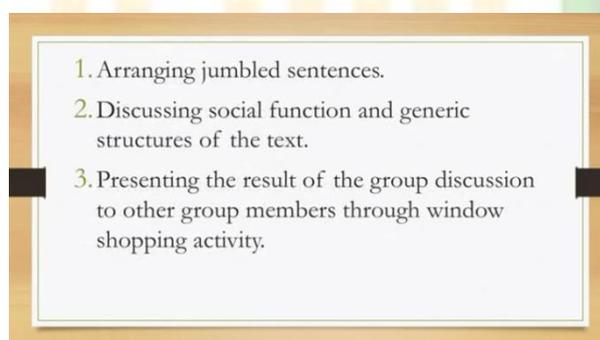
Picture 4.9 Learning objectives of the activity



**What we do today:**

- Make a group of four.
- Watch the video carefully.
- Complete the table in the worksheet using the information from the story.
- Compare the social functions and the structures of some narrative texts, by:

Picture 4.10 The rules of the activity

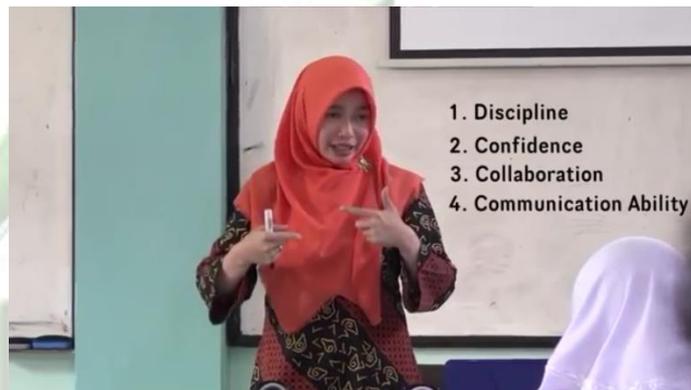


1. Arranging jumbled sentences.
2. Discussing social function and generic structures of the text.
3. Presenting the result of the group discussion to other group members through window shopping activity.

Picture 4.11 The rules of the activity

At 06:56 minutes, the teacher explains again the things that must be observed by the teacher to students during the learning process as

assessment of the students' attitudes in working together in group activities.



Picture 4.12 The point of the student's group assesment

*T: Okay. That's good. Then, when you are doing the activity, I'm going to observed your discipline, your confidence, your collaboration, and your communication ability. And then, at the end of our learning activity, we are also going to have a written quiz. Okay.*

Based on the video, all of the students' listened and pay attention to the teacher rules explanations. After the teacher gave procedure of the activity, the teacher instructs the students to watching the video that the teacher prepare before come to the class carefully.

#### **b) Main activity**

In while teaching, the teacher provides stimulus to students related to material about narrative text by providing a worksheet that has been provided as a learning medium and asking students to answer these

questions according to the video about narrative text. And then, the teacher provides the opportunity for students to ask questions and find

Title:
Social Function:
<b>Orientation:</b> 1. <b>When</b> was the story take place? ..... 2. <b>Who</b> is the main character of the story? ..... 3. <b>Where</b> did the story happen? .....
<b>Event:</b> What <b>happened</b> to the main character according to the story? .....
<b>Complication:</b> What <b>problem</b> did the main character face? .....
<b>Resolution:</b> What did the main character do to <b>solve</b> the problem? .....

answers by concluding the explanation of the answers described by the teacher. This is related to “critical and creative thinking” activities in students according to the teaching instructions from the 2013 curriculum.

Picture 4.13 Students worksheet

The teacher takes a scientific approach to students in order to make it easier for students to understand the material related to Narrative text. At 08:52 minutes, students begin to observe the video that the teacher has prepared carefully and try to find some important information that they have to write down and answer according to the questions that have been



provided on the student worksheet.

Picture 4.14 The title of narrative text video



Picture 4.15 The first part of the narrative video

Picture 4.16 The second part of the narrative video

Picture 4.17 The third part of the narrative video





Picture 4.18 The fourth part of the narrative video



Picture 4.19 The fifth part of the narrative video

Picture 4.20 The sixth part of the narrative video



Picture 4.21 The seventh part of the narrative video

At 10:53 minutes, the teacher conducts a questioning stage activity which aims to ensure that students can understand the story based on the video presented. And then, the teacher conducts information gathering activities based on the information students have obtained after watching the narrative text video that has been presented. Then write down the answers to the questions on the worksheet or column provided based on



the information that has been obtained.

Picture 4.22 The questioning stage activity

At 16:32 minutes, the teacher invites students to think critically and creatively about the video that has been delivered based on their respective understanding.



Picture 4.23 Critical and creative thinking activity

Dialog 4 (T: Teacher, S: Students)

*T : Okay. So, what is a generic structure of the story?  
Yes, Faiz?*

*S : Orientation, complication, and resolution*

*T : Do you agree with Faiz's answer?*

*S : Yes, Ma'am.*

*T : Okay, what is it?*

*S : Orientation, complication, and resolution.*

*T : Okay. So there are three. Three generic structures.*

*Oke. Angel, can you please write down the generic structures of this story?*

*T : Okay. So, what is the social function of the story?  
Yes, Tegar?*

*S : To give moral lesson. Ma'am.*

*T : To give moral lesson, Okay.*

*And what is the moral lesson of the story?*

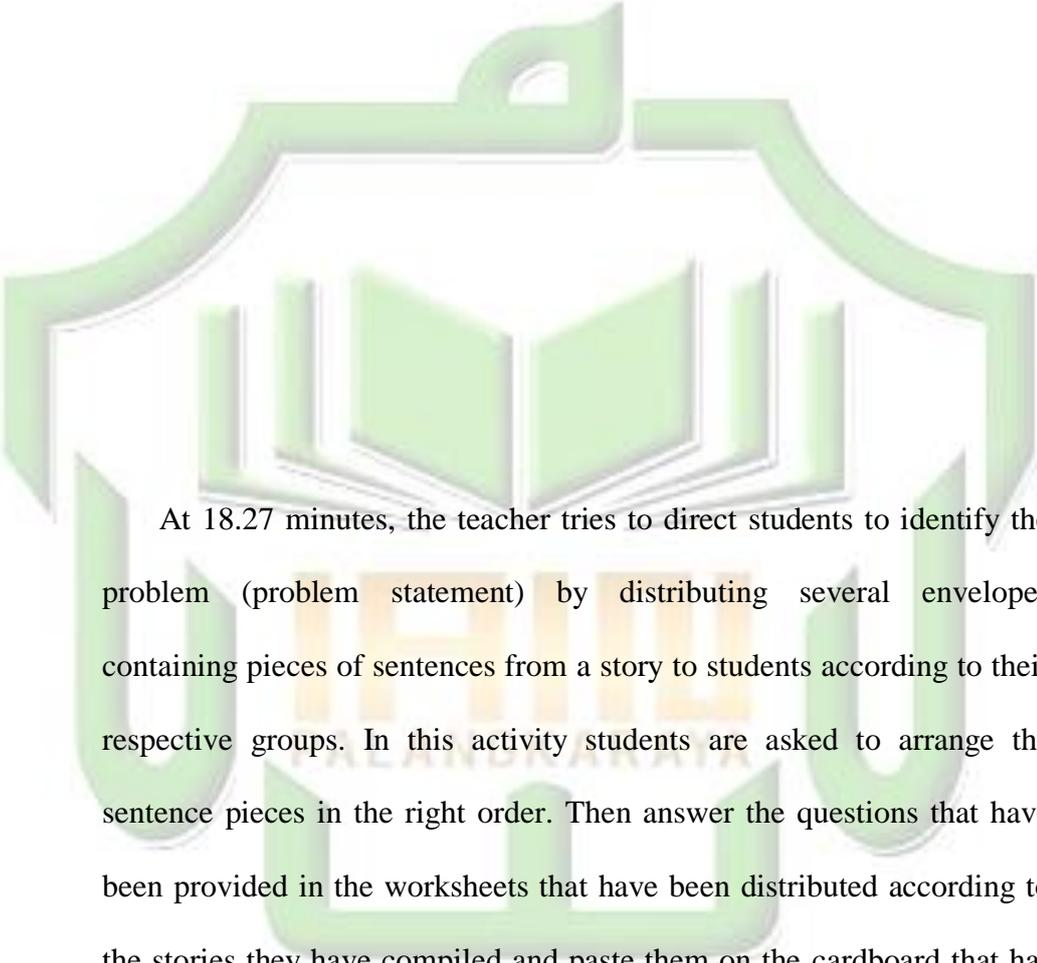
*Yes, Naka?*

*S : To have a give our knowledge*

*T : Okay, do you agree with Naka's answer?*

*S : Yes*

Dialog 5 *T : Okay. Anything else?  
Yes, Andalas?*  
(T: *S : Don't break your promise.*  
Teacher, *T : Don't break your promise, Okay that is very good.  
So, anyone who would like to help me to write  
down the social function on the board? Please.*  
S: Students)



At 18.27 minutes, the teacher tries to direct students to identify the problem (problem statement) by distributing several envelopes containing pieces of sentences from a story to students according to their respective groups. In this activity students are asked to arrange the sentence pieces in the right order. Then answer the questions that have been provided in the worksheets that have been distributed according to the stories they have compiled and paste them on the cardboard that has been distributed by the teacher. Then students are asked to identify the story by determining the social function and generic structure of the story.



Picture 4.24 Problem statement activity

Dialog 6 (T: Teacher)

*T : Okay. Well, we are going to continue to our next activity.*

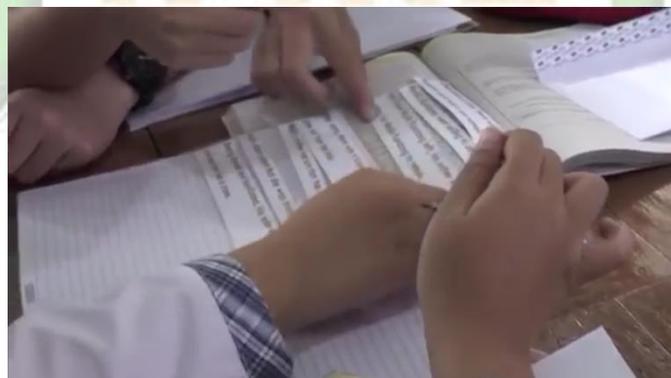
*I have prepared an envelopes for you. Every groups will get one. Okay. First, read and understand the sentences carefully.*

*Next, arrange the sentences to form a story into a good order.*

*You may open the dictionary to find the meaning of difficult vocabulary. You may also open your text book to complete the worksheet.*

*Okay. Is it clear?*

*S : Yes. Ma'am.*



Picture 4.25 Arranging sentences activity

During the group activity, the teacher goes around to the group of students one by one while conducting group work assessments as well as



helping to guide the group activities.

Picture 4.26 the teacher does the group assessment

Dialog 7 (T: Teacher)

*T : Okay. Look!  
I have prepared a five cards for you.  
Now, I want you to stick the sentences in this  
card, after that, please write down to social  
functions of the story and the generic structure  
of the story. Okay?*



Picture 4.27 The teacher handed out some cardboard

At 21:21 minutes, the students carry out data collection activities to complete the assignments that have been given by the teacher.



Picture 4.28 Data collection activity

At 21:53 minutes, the students have completed their task in arranging sentence pieces into a story. Furthermore, students continue their data processing activities by answering the questions on the available worksheets by discussing them with a group of friends. Then At 22:27 minutes, the students into the problem-solving phase of the assignments they have carried out. Starting from the process of determining the orientation of the story, the main character of the story, the problem of the story, and the conclusion of the story.



Picture 4.29 Data Processing activity



Picture 4.30 Problem solving activity

At 24.31 minutes, the teacher directs students to choose one member of the group who will act as a speaker of the group. Meanwhile, other members act as visitors to get story information from other groups. Then, started the activity of collecting and getting story information from other groups in accordance with the directions given by the teacher.



Picture 4.31 Teacher's Instructions

Dialog 8 (T: Teacher, S: Students)

**T** : *Okay. Finish?*  
**S** : *Yes. Ma'am.*  
**T** : *Okay. That's very good*  
*Okay now, I want you to choose one of your group members to be the speaker, I will give you two minutes for the speaker practice to presenting the story. Don't forget try to explaining social function of the story and also the generic structure of the story. Okay? Okay. Malik?*  
**S** : *I have a question, Ma'am.*  
**T** : *Okay, what is it?*  
**S** : *What should we present?*  
**T** : *Okay. Well, let me tell you once again. Look! Choose one of group members to be the speaker. And then, practice presenting your work. After that, don't forget to stick your flick card on the wall. Okay, number one group number one, number two will be on my left side and then group number three and four at the back and group number five will be on my right side. Okay?*

At 25.50 minutes, students are going to the verification stage in



understanding the narrative text material that has been provided.

Picture 4.32 The verivication activity

Dialog 9 (T: Teacher, S: Students)

*T : Okay. Boys and girls  
You may stick your work on the wall  
Come on!*

*T : Okay. Look!  
Let me tell you what to do next.  
Here are the rules;  
The speaker please stand next to your work.  
Well, the rest of the group member will be the  
visitors. The visitors will be sit other groups and  
listen to the presenter explanation.  
Remember! You have only two minutes to visit.  
You may ask question and don't forget, after  
finishing asking the question or after you  
finishing visiting other groups don't forget to  
give your positive comment.  
Give your positive comments on the sticky notes  
that I have given you. Okay?*



Picture 4.33 The students stick their work to the wall

At 27.13 minutes the students started the activity of collecting and getting story information from other groups in accordance with the directions given by the teacher.



Picture 4.34 Collecting data from other group activity

During the activity, the teacher observes the course of student activities from group to group as well as carries out the assessment process.

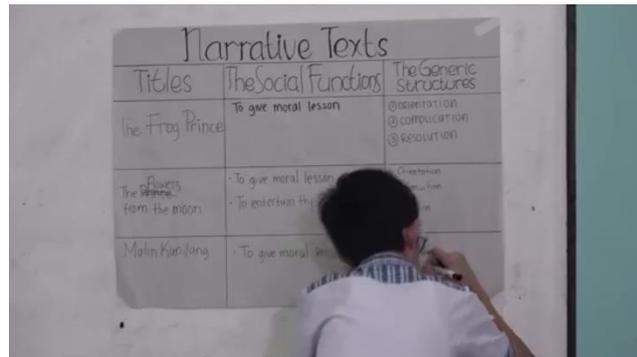
**c) Postactivity**

After of all activities, at 27:46 minutes, the teachers and students back to the next activity to gave some conclusions from the activity material that has been carried out by means of Question and answer (generalization) about the stories of the activity. Such as; the titles of the



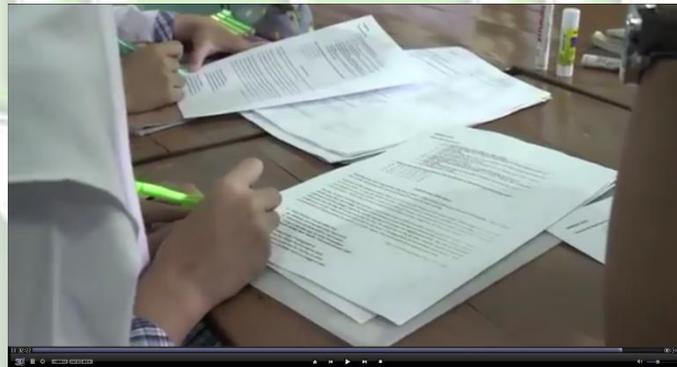
stories that the got from the activities, the main characters of the both of story, the students opinion about the moral lesson of the both of story, the social functions of the both of the story, and the generic structures of the both of the story.

Picture 4.35 Generalization activity



Picture 4.36 The students write down the conclusion

At 32:21 minutes, students are asked to answer questions on student worksheets that have been distributed by the teacher. This is a process of checking the extent to which students can understand the material from the activities that have been carried out.



Picture 4.37 Students worksheet assesment

At 32:49 minutes, the next activity of the teachers and students is the closing stage of the learning activities that have been implemented.

Dialog 10 (T: Teacher)

**T** : *Boys and girls!  
 You have done a very good job today.  
 So let's give uplause now.  
 Okay. Well, next meeting still we are going to*

*discuss about narrative text.*

At 33:01 minutes, before the teacher closes the activity, the teacher explains in advance what the material for students' teaching and learning activities in the next meeting and finally, closing greetings.

Dialog 11 (T: Teacher, S: Students)

**T** : *But, the next meeting we are learn about the language features of narrative text.*

*So, later at home, I want you to find other stories, it can be from local stories or foreign stories.*

*Please find one story and then try to read at home and don't forget to bring the stories to school.*

*Because, we are going to use the story for our next activity.*

*Okay?*

**S** : *Yes. Ma'am.*

**T** : *Is it clear?*

**S** : *Yes, Ma'am.*

**T** : *Okay, any questions?*

**S** : *No, Ma'am*

**T** : *Okay. If there is no question, I think that's all for today.*

*Thank you very much for your attention.*

**S** : *Attention please!*

*Greet the teacher!*

*Assalamualaikum wr wb*

**T** : *Walaikumussalam wr wb*

*See you next meeting*

Based on the data above, in the video of video pembelajaran HOTS mapel B Inggris SMP by Romi Siswanto channel of youtube it was found that teacher had some strategies in teaching learning activity from the first pre-teaching, second while-teaching and the third post-teaching. She helped the students who could not understand in learning materials. She

shared the good strategies which could be used in teaching English for the students where the strategies can make the students more active in learning English in the class. To get a success teaching, needed a good strategy in teaching learning activity.

## **B. Research Findings**

English teaching learning process in the video was giving helping process by the teacher to the students in learning process. In order to best answer all of the research questions in this research used qualitative data, I have chosen to use theoretical triangulation to develop an understanding of the results. Triangulation involves verification of data through multiple sources. Such verification is especially important in research that include a great deal of qualitative data because it allows for certain elements of the data to be explained. Application of this method of data collection and analysis provides a clearer, more accurate picture of the effects of the discovery learning strategy.

Based on the result of observation by the researcher, generally there were strategies that applied and implemented by the teacher in teaching learning activities in the video.

### **1. Strategies Applied by The Teacher**

#### **a. Pre Teaching**

##### **1) Brainstorming**

The first strategy used by the teacher was brainstorming. This strategy was used to awaken students' background knowledge about a fairytale

of narrative text based on their experience. It helped the students in learning narrative text.

## 2) Encouraging the use of audio visual media

The second strategy was use of audio visual media. This strategy was much helped the students to more focus on the material of narrative text in a fairytale. It helped the students in improving their listening skill.

## 3) Discussing the story

The last strategy was discussing the main of the story. Based on the observation, the teacher used this strategy to make the students more focus on the material that given by the teacher. Generally, this strategy also helped the students to improving their listening skill and understanding the story based on the video that played by the teacher.

### b. While Teaching

In this stages, the strategy that used by the teacher in teaching English is divided her students into a group where in a group must be consist of 4 students. This strategy suggested the students to more focus of the material and they discussed their worksheet. Then, the teacher gave the students an anvelope and the teacher gave the questions for ask the students convey what they have understood from the material that has been discussed. In the learning activites, The teacher distributes an envelope in each group containing pieces of a narrative story and they are

asked to collate the pieces of the story into a whole paragraph. the teacher directs the students to discuss the narrative story. after they complete the task, the teacher divides the assignment to each student in the group. where one person in the group must act as a presenter while the other three act as visitors. students who act as visitors should visit other groups to get some information and must leave some positive comments on the groups they have visited.

Based on the observation, this strategy tried to activated the students' knowledge of their reading for explained the part of narrative text. In this case, the teacher asked to the students explanation of the text by using their own words.

c. Post Teaching

1) Evaluating

The teacher gave some worksheet for evaluated the students' comprehension.

2) Clarifying and justifying the students' answer

This strategy use by the teacher for discussed to the students in the class. Their answer clarify and justify each other to made sure their understanding of the narrative text.

3) Asking questions for the specific information

This strategy used by the teacher to gave some oral questions to make sure the information of narrative text can be accept by the students.

#### 4) Reviewing

And the last strategy, the teacher reviewed the lesson of the next and asked the students to search an example of the fairytales to discuss in the next meeting.

The Researcher described the strategies used by the English teacher who were teaching English in the video teaching learning activity as transcript in observation and documentation. Based on the observation of the activity, the teacher used various strategies to teach English learning activities.

The English teacher managed the teaching-learning process very well. She could handle the students that had problems in understanding the topic of narrative text in the video by using a variety strategies in teaching learning process. She was collaborated the strategies in a variety of activities; window shopping and one way three stray activity. This was made the students interested in learning and it can be made the students more actively in learning English. So the students did not feel bored in teaching learning process.

McNamara (2007) argue that strategies for learning are the way in which teachers transfer an information, experience, and cognitive processes to the students. Teachers use some strategies to teach, enrich and give experience to the students related to the English materials.

Mitra Muhlisin (2018) assumed The Teacher's Strategies In Teaching English were storytelling, role playing, exercises and creative tasks. This strategy

can help students to be more enthusiastic and confident in learning to speak English.

Zohar (1999) argues to develop students' HOTS teachers should promote student engagement with learning tasks which exceed the second level 'comprehension' in order to encourage *application, analysis, synthesis* and *evaluation* activities in processing information.

Based on the observations, the researcher found that video of teaching learning activity has some potential weaknesses in the way the English teacher taught English to the students. In fact, in the real life of the teachers did not only use English in the teaching learning activity as a communication language in a class. But also, sometimes the teacher used Indonesia to help the students understand the material.

### **C. Discussion**

Based on the research findings, the researcher found that the teacher used strategies in teaching English in the video pembelajaran HOTS mapel B Inggris SMP by Romi Siswanto channel of youtube. In the synopsis that showed in the video, there are two methods that will be use by the teacher in the learning activity. There are discovery learning and window shopping. But, during the observation, the researcher found the method that applied by the teacher in teaching learning activity. There is; discovery learning method with a

collaboration activities that used by window shopping activity and one stay three stray activity.

Meanwhile, the strategies used by the teacher have applied several strategies in the teaching English practice to implement in the class. Some factors such as teachers' understandings on the theories and teaching experiences have influenced the teacher to apply the appropriate strategies of teaching English. In fact, as it is explored in the discussion above, the teacher have conducted those strategies into three stages in teaching learning activity; pre-teaching, while-teaching, and post-teaching.

### **1. The English teacher strategy in teaching English**

The researcher described the English teacher managed the teaching-learning processes very well. She could handle the students that had problem in understanding the materials of the narrative text by using a variety of strategies in teaching learning activity. It was made the students interested, motivated, and more active in learning English with their teacher. So the students did not feel bored in the teaching learning English activity. These various atrategies created an attractive atmosphere for teaching learning activity. McNamara (2007) has proposed that strategies for learning are the way in which teachers transfer, information, experiences and cognitive processes to their students. Teacher use strategies to teach, enrich and give experiences to their students related to the materials used in the teaching learning activity. In pre-teaching stages in the video; the activity involve brainstorming or stimulus based on the students experiences and discussing

the type of the text that will they learn. Then in while-teaching stage, the activities involves the problem statement of the materials, data collection by read and match the piece of the story and encouraging of using dictionary, data processing by discussing the main character of the story, the social functions of the story, and also the generic stuctures of the story, and retelling the story to other groups. At last, in post-teaching, the activity involves verification of the students get from the learning group activity, generalization the conclusion of the story that they discussed in a group and they got from other group by the activities.

The researcher found that there were the strategies that applied by the teacher is; discovery learning method were collaborated by window shopping activity and one stay three stray activity. The teacher used that strategy because the student could know the meaning of the text and could understand of the text material.

**a. Discovery learning strategy**

The findings of the research related to the title of the video entitled Video pembelajaran HOTS mapel B.Ingris SMP, teachers as an important aspect of the success of the learning process, need to understand, practice, and apply HOTS in order to teach skills effectively (Azis et al, 2017; Barak & Dori, 2009). There are several strategies that can be used to increase HOTS in the classroom such as

(a) eliminating mystery and teaching concepts, (b) naming and categorizing concepts, (c) moving from concrete to abstract and vice versa, (d) teaching inference and connecting concepts, (e) teach question and answer relationships, (f) include brainstorming activities in the lesson, (g) use teaching techniques that trigger higher levels of thinking, (h) Emphasize the generation of feedback for students. (Chinedu and Kamin, 2015).

In the teaching and learning process, this assessment is considered an important component in curriculum design to determine whether educational goals have been achieved. In fact, many teachers still have difficulty designing an appropriate assessment instrument. To complicate matters, this must be in line with the teaching and learning objectives of the 2013 curriculum which requires teachers to foster students' critical and creative thinking.

The findings of this research related to the previous study. According Wahyudi et al (2019) stated that the implementation of this teaching approach requires teachers to apply appropriate assessment instruments. Brown (2004) states that assessment, as an integral part of the teaching-learning process, is an essential component of a successful curriculum. Therefore, teachers must have a sophisticated understanding of assessment literacy to assist them in making and using assessments correctly. Thus, teachers can help students to achieve learning goals and guide them in performing special skills.

## 1) Window shopping activity

Window Shopping by oxford dictionary "The activity of looking at goods displayed in a windows shop, especially without intending to buy anything. The theory of window shopping learning is referred to as the cooperative learning theory under the constructivist theory developed by Piaget in the mid-20th century. This theory states that the knowledge constructed by students as a subject will become meaningful knowledge because it is the result of interactions with objects, phenomena, experience, and the existing environment.

The window shopping model is basically the same as the jigsaw cooperative model. This model is one of the standard models in the 2013 curriculum which provides a positive value. These positive results are based on the learning process and steps that require students to be more active and have a pleasant learning atmosphere. In this learning process, it is assumed that students are given the freedom to walk around seeing the results of the work of other groups to provide new experiences in understanding and developing their work.

The finding of this research related to previous study. According Mumu Abdurrohman et al (2018) stated that Learning activities are not only aimed at achieving curriculum demands but also should be directed to the achievement skills,

one of which is creative and collaborative thinking skills. Through curriculum analysis, creative-collaborative skill indicators, and instructional design, window shopping models are believed to be an alternative in facilitating learners to develop their creative-collaborative thinking skills.

## **2) One stay three stray activity**

Usually, the One Stay Three Stray method is used to develop ideas or ideas coherently and smoothly so that these ideas can be interpreted or understood well, chosen to be applied in learning Exposition text writing skills for junior high school students as in the learning video. The language learning approach used in this study is based on one of the cooperative learning methods, namely the one stay three stray methods offered by Kagan (1992).

The finding of this research related to the theories and previous study. According Hapsari et al (2013) stated that teaching strategies was chosen to be applied in teaching English because it focuses on joint efforts, both between students and between students and teachers, in building understanding, problem-solving or meaning, or in creating products which in this case are to improve students' abilities. ' language skill. English is the ability to listen, speak, read, or write.

Meanwhile, the findings of this research related to previous study. According Maghfirotul (2018) stated that the students were more active in completing the tasks they had with the English text, not only to sit still, instead, they were required to seek information from the other students in different groups and shared what they have found with their group. Implementing one stay three strays can improve students' learning understanding. This is also supported by previous research conducted by Destiyawarni (2015). It was revealed that One Stay Three Stray can provide an opportunity for group members to exchange ideas in order to understand the reading text. Thus, this technique can help students learn the material more easily in this case in understanding narrative text. This is also in line with Hapsari (2014) which states that One stay three strays is one of the most valuable tools that educators have to develop student activeness in the academic field.

Based on the explanation above, the researcher conducted that there is strategies to applied and implementation when the teacher teaching English in classroom.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter discusses the conclusion of the findings and suggestions of the research. The conclusion was to summarizing the findings and suggestions was aimed to the next researcher.

#### **A. Conclusion**

Based on the research problem of this research, the research is conducted to investigate about the teacher strategies in teaching English on the video. The objectives of the study is state as bellows; (1) To find out the strategies used by the teacher in the teaching English learning process of the video and (2) To describe how to the English teacher applies the strategies in teaching English learning process of the video.

Based on the research findings, the teacher used some strategies to applied and implementation in teaching English. Based on the results and analysis from video observation, the researcher can be concluded that the strategies used by the teacher in the English teaching learning process of the video and the English teacher strategies applies in teaching English learning process of the video as follow:

1. The teacher strategies used to encourage the students in understanding the material of narrative text that given by the teacher related to the teaching learning activity in the pre-teaching, while-teaching and post-teaching stages. In pre-teaching stages in the video; the activity involve brainstorming or stimulus and discussing the type of the text.

Then in while-teaching stage, the activities involves the problem statement of the materials, data collection by encouraging of using dictionary, data processing and retelling the story to other groups. At last, in post-teaching, the activity involves verification of the students get from the learning group activity, generalization the conclusion of the materials that they discussed in a group and they got from other group by the activities.

2. The strategies applied by the teacher. There is strategy that applied by the teacher in teaching learning activity; discovery learning strategy. Which implemented by using window shopping activity and one stay three stray activity. First of all, to apply this strategy the teacher must divide the students into several groups first. which in a group consists of 4 members. In the research findings, the division of this group had previously been carried out in the pre-teaching activity. Second, the teacher gives an envelope containing a discussion of stories with the different narrative text as material to discuss which they can present the result of discussing the material to other group members. Third, to check the students' understanding, the teacher conducts questions and answers covering the main characters of the story, social functions of the story, and generic structure of the story that they have discussed with their groups and also the information that they got after visiting the other group. And the last, the students must provide feedback by providing conclusions from the material about the narrative text that

they have discussed with their group and that they have obtained from other groups.

## **B. Suggestion**

Based on the conclusion above, the researcher would offer some suggestions it is hopefully could be useful to further improve the quality of the teaching learning activity. Especially in teaching English.

### **1. For the teacher**

This research can improve the quality of the English teacher in teaching English. The teacher's strategies that apply by the teacher in the video can be the alternative strategy to applied in the teaching learning activity because this is the one of the teacher's way to determine learning goals during the teaching learning process. And the strategies also can useful for the teacher To develop the students' interest to achieve the maximum learning outcomes.

### **2. For the student**

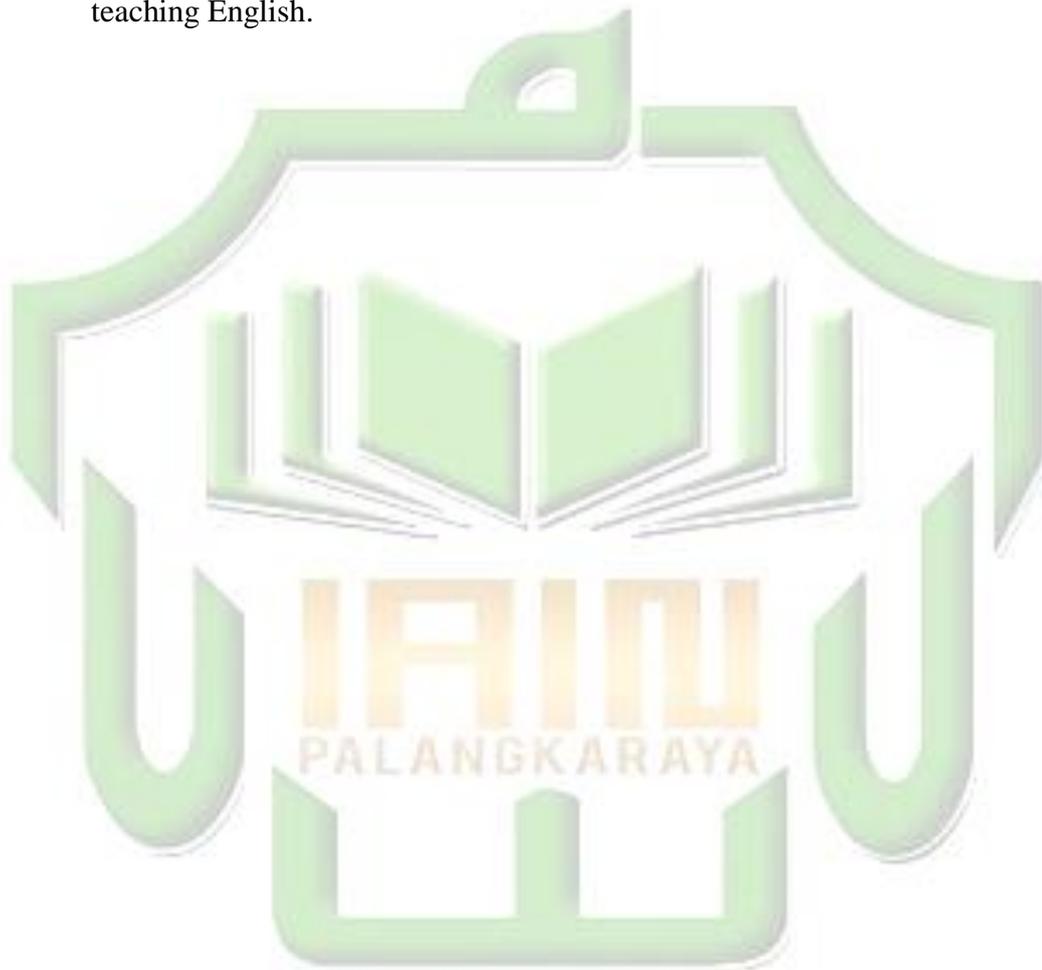
With the teaching strategies used by the teacher, the teacher hopes that students can be more understand the materials presented by the teacher and enjoy the lesson well.

### **3. For the next researcher**

The researcher wishes that other researcher could conduct this research into a wider realm. The next researcher can conduct the research about the teacher strategies that used by an English teacher which important strategies that can be used in teaching and learning

process, effective strategies in teaching not only in teaching English but also in teaching another subject, and best strategy in teaching implementation.

Therefore, that result will be more advantageous and be applied in a larger area. Especially for those who want to be good teachers in teaching English.



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