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## TEACHER'S STRATEGIES IN TEACHING ENGLISH AT SMP NEGERI 26 BANJARMASIN IN ACADEMIC YEAR 2019/2020

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### Abstract

The research is to describe the teacher's strategies conducted by the teacher to the eighth-grade students of SMP Negeri 26 Banjarmasin in the Academic Year 2019/2020. It is conducted to investigate what strategies are used by the teacher in teaching English activity. The purpose of this study is to verify the research problem of the teacher's strategies in teaching English at SMP Negeri 26 Banjarmasin. The research used a descriptive method and qualitative approach. The researcher collected the data by observing the teaching-learning process and conducting the interview with the teacher. This study was conducted in the eighth grade of SMP Negeri 26 Banjarmasin. The subject of this research was the English teacher who teaches at the eighth grade of SMP Negeri 26 Banjarmasin. The object of this research focussed on the teacher's strategies which were used by the teacher in teaching English to the eighth-grade students of SMP Negeri 26 Banjarmasin. Based on the results of this study, the researcher concluded that the teacher used some strategies in teaching English, which are brainstorming, TPS (think pair share), and drill & practice. The strategies are usually used during pre-activity and while-activity. The common strategies that the teacher used are brainstorming and TPS (think pair share). From the results, it suggested to the teachers to make the learning and teaching English process more interesting. The teacher can use interesting things such as games, so the students are more interested in English lessons. It is suggested to the headmaster in SMP Negeri 26 Banjarmasin to hold an activity to increase and evaluate the teacher's skill in teaching English.

Keywords: *Teacher's strategies, Teaching Strategy, Teaching English*

## INTRODUCTION

Teaching strategy is one of the significant components that can assist teachers in teaching the English process. Teachers should give interesting teaching strategies to make students keen on English class. According to J. R David ( in Hamruni, 2009:1) strategy could be an arrangement, technique, or course of action of activities intended to achieve a particular teaching objective. A strategy for teaching English abilities ought to be made properly for every ability to accomplish the normal outcomes. Teachers should have decent instructing systems that can help students keen on English class. Teachers should focus on the use of strategies in teaching the English process pondering what works and what doesn't work, executing strategies and exercises as indicated by students' necessities, and perceiving which systems are more fitting for students. Strategy in teaching English ought for encouraging students' ability to be made suitable for each expertise to achieve a particular objective in teaching English.

Teaching strategy has been characterized by several experts. As indicated by Kemp (in Hamruni, 2009: 2), he stated that teaching strategy is an instructing activity that ought to be done by teachers and students, so teaching objective accomplishes to viably and efficiently. Moreover, other definitions are stated by Kozma (in Hamruni, 2009: 2). Kozma stated that a teaching strategy is a tool that chosen

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by teachers that can give a facility and assistance for students to accomplish teaching objective. In view of those definitions, it can be concluded may be inferred that teaching strategy is one of the main components that ought to be known by teachers when she or he conducts teaching and learning English process.

In light of the researcher's fundamental examination at SMP Negeri 26 Banjarmasin, the researcher discovered that a large portion of students accomplished standard scores in exercises and tests. In this case, the researcher is keen on depicting strategies utilized by the teacher in teaching English at SMP Negeri 26 Banjarmasin. The reason behind this school was chosen by the researcher because on the grounds that the researcher needs to discover more about the teacher's strategies in teaching English. The teacher should make great exercises and intriguing teaching to the students so, they are easily straightforward the material that given by the teacher. One of the significant factors in deciding a strategy is following the objective in the teaching and learning process. teacher's strategies used to encourage English lessons should be fascinating with the goal that can construct studies' learning motivation. In light of the preliminary study, the researcher wants to raise a research entitled "The Teacher's Strategy in Teaching English at SMPN 26 Banjarmasin Academic Year 2018/2019".

### ***Teaching Strategy***

A teaching strategy is an arrangement that is set up by the teacher to accomplish a specific teaching objective. Moreover, teaching strategy alludes to strategies used by the teachers to help students in teaching and learning the English process. Teaching strategies recognize the distinctive accessible learning strategies to empower them to foster the right technique in teaching English. According to Kindsvatter (in Wahidah, 2015: 9) teaching strategy, it can assist teachers to utilize to optimal used of strategy and instructional material. It implies that the strategies which are utilized by teachers assist the students easily in understanding the material. Teachers should realize the best ways toward teaching English to made students comprehend the lesson. Moreover, a teacher can give the experience to the students to interact with others such as friends, community, and family.

### ***Strategy***

According to Oxford, R.L. 1990:75, strategies are tools dynamic, coordinated inclusion required for developing L2 communicative ability. In the teaching-learning process, the teachers should provide direction and guidance to students in pondering their choice in tackling their issues in learning. Moreover, a strategy can be described as a particular procedure for pushing toward an issue or undertaking, a strategy for movement for achieving evenhanded, a masterminded plan for controlling and controlling certain information (Oxford, R.L. 1990:83). It implies teachers ponder guidance which includes connections, conditions, measures, causes, impacts, and input with students. The strategy utilized in encouraging students thinking and fostering their abilities to make the acquiring interaction become more exhaustive and to accomplish the examination's destinations.

A teaching strategy may be a set arrange of the teacher to make the students accomplishing victory within the form of scholarly achievement. Teachers have a job as facilitator and help students conjointly within the class completely must make the climate of lesson gotten be more fruitful by locks in all the students to take part within the subject. One of the most prominent challenges of teachers is to supply a positive learning environment for the understudies within the classroom.

### ***Strategy in Teaching Speaking***

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Teaching speaking is having a tall concern in numerous dialect programs and instructing techniques cannot be denied as a figure affecting the instructing result. Strategy in teaching English abilities ought to be made fit for each ability in arrange to accomplish the anticipated results. Techniques utilized to attain the capacity to compose and talk would be diverse since the objectives of each ability are not the same. First, concerned with the capacity to create composed dialect, though the last mentioned primarily centers on creating verbal dialect. In addition, strategies for instructing the English abilities ought to be made suitable for each ability in arrange to accomplish the anticipated outcomes. Regarding strategies for teaching speaking, it is unexpected that, based on the involvement of the analyst amid considering in high school, most of the students' auxiliary schools were not able to talk English. The capacities of speaking counting conversation as trade imply information or items, and conversation as participation plans to keep up inviting relationship (Brown and Yule, 1999; Brown, 2001; Bailey, 2005; Thornbury, 2005; Richards, 2008).

### ***Strategy in Teaching Listening***

Strategy in teaching listening is strategies or exercises that contribute straightforwardly to the comprehension and review of tuning in input. Strategies in listening can be classified by how the audience forms the input. There are two subsuming cognitive forms: bottom-up (data-driven) and top-down (conceptually-driven). According to Peterson (2001) Intelligently preparation is the combination of top-down and bottom-up information. In these techniques, the students are required to conceptualize with diverse companions or accessories, for illustration, talking approximately language recognized with a subject, or create a brief trade germane to capacities such as giving bearings or shopping. Besides, top-down and bottom-up, there are moreover a few tuning in methodology, there are metacognitive, cognitive technique, and intuitively strategy.

As the improvement of teaching English, strategies in teaching listening are presently creating. Teachers can combine both strategies in teaching listening methodologies over to educated students. It can be called Interactive processing. Within the prepare, they base their data on their information of life as they produce lexicon and sentences. The learners are actuating their past information. According to Richards, the victory of strategies in listening would depend on the combination of both, Top-down and Bottom-up Handling. Thus, the combination both of Top-up and Bottom-up strategies in listening would be exceptionally valuable for teachers to educate students in listening courses.

### ***Strategy in Teaching Reading***

Reading is a critical aptitude for understudies. Students experience any number of challenges in comprehending text. Strategies in teaching reading are the way how perusers oversee their interaction with composed content and how they utilize techniques for accomplishing compelling perusing comprehension. The meaning technique within teaching dialect prepares to allow students more space in considering and creating cognitive capacity. Besides, Brown characterizes strategies as " particular strategies of drawing nearer an issue or a task, modes of operation to achieve a specific conclusion, or arranged plans to organize and work certain information".

Strategy in teaching Reading is the way how perusers oversee their interaction with composed content and how they utilize strategies for accomplishing viable reading comprehension. Strategies in teaching reading play a critical part in reading preparation. The procurement of reading strategies coincides and covers the improvement of cognitive strategies to improve consideration, memory, communication, and learning.

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### *Strategy in Teaching Writing*

One of the strategies advertised in teaching writing is shared writing strategy. Shared writing strategy clarifies how to utilize shared writing to instruct students compellingly. The term strategy is regularly utilized by the teachers, practitioners, and language pedagogy as the way of instructing. Eggen and Kauchak (2012) derive that strategy can be characterized as distinctive noteworthy boundaries of the language appearing cycle or common ways to bargain with a direction that applies in a combination of substance districts and utilized to meet a scope of learning targets.

Shared writing strategy gives student-centered exercises. A Teacher encourages students amid the process of writing. Students are able to memorize at the same time through the process without being requested entirely. Besides, shared writing requires students' interest in all activities. A teacher might encourage the process with lesson arrange, interesting exercises, and profitable feedback to students. Shared writing strategy offers an opportunity that permits the teacher to demonstrate great writing for his/her students. Shared writing could be a joint writing strategy in which both guide and learners contribute to the arrangement, the ideas, and the language of the content, they build together. A strategy utilize too opens a need for student-centered teaching preparation and an engagement for both teacher and students as well. Therefore, strategy within the teaching prepare considers critical components to accomplish significant and viable teaching.

### *Strategy in Teaching Vocabulary*

Vocabulary is one of the imperative viewpoints that features an exceptionally important part in supporting the four language skills. It is required for communicating meaning and in utilizing responsive listening and reading and profitable speaking and writing abilities. Consider of vocabulary is at the center whereas learning modern language. Vocabulary is one of the language components that have to be instructed to students in learning a foreign language. According to Richard and Renandya (2002:255) "Without an extensive vocabulary and techniques for getting modern words, students regularly fulfill not precisely their idle capacity and may well be hindered from utilizing language learning openings them".

Vocabulary authority can be characterized as a number of vocabulary (words) in a language that contains information approximately its meaning, frame, and utilization in a setting of communication. It is the fundamental information that students ought to ace first before acing English. To entirety up, more vocabulary the learners have the superior are in communication because vocabulary is an imperative viewpoint in developing meaning. Harmer (1992:161) proposed some strategies that teachers can utilize to assist their students to hone vocabulary are: realia, emulate, action, and motion, differentiate interpretation, clarification, presentation, identification.

### *Strategy in Teaching Grammar*

Teaching grammar is one of the vital components of language and the fundamental portion of phonetic competence. Grammar features a central part in making up learner's language abilities and their communicative competence. Zhang (2009) stressed the noteworthiness of grammar structure teaching within the English language preparing field as accentuation is the establishment of English that works with the grammar or the manner in which words are built within the language. Grammar could be a set of rules of a language and information of these rules would empower learners to create a boundless number of significant sentences in a lifetime.

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According to Halbach, A. (2000:56) the teaching strategies utilized by the teacher at junior high school are brainstorming, cooperative learning, drill & practice, and role-playing. A brainstorming strategy may be a shape of discourse method to gather ideas, suppositions, and encounters of students. Brainstorming features a purpose to induce some idea of the group members in a moderately brief time without thorough basic demeanor. Besides, the method of cooperative learning was a systematic pedagogical strategy that empowers small groups of students to work together for the accomplishment of a common objective. Furthermore, strategy drill (work out) preparing strategy is additionally called, could be a great way of teaching to inculcate certain propensities. Moreover, as a implies to preserve great propensities. In expansion, this strategy can also be utilized to get nimbleness, precision, chance, and expertise.

Learners take on the role of another individual or character to see what it would be like to be that person or character. In this way, students might play the role of a fanciful student no one likes or a news columnist. Role-playing can be a greatly profitable deals device, but as well numerous organizations utilize it as Coral's company does, as an opportunity to judge dealers on their capacity to laud company excellencies. Successful role-playing is an opportunity to pick up bits of knowledge around our client's inspiration and needs, as well as learning better approaches to dealing with protests and slows down from our peers. Regularly the arrangement to a problem that has been battling with is accessible from the individual within the following cubicle.

## **RESEARCH METHOD**

This research conducted a descriptive method and qualitative approach. It was because the researcher needs to induce some information and described the teacher's strategies utilized by the teacher in teaching English to eighth-grade students in SMPN 26 Banjarmasin in academic year 2019/2020. Subsequently, this research described the real situation that's through the process of investigate to discover the phenomena within the field.

### ***Instrumentation***

In this research, the researcher utilized some instruments for gathering the data. There were observations and interviews. Observation would be utilizing some observation sheet, which is utilized for knowing the strategy of the teacher in teaching English within the classroom especially the propensity of the teacher to confront the students in teaching English by the assortment of the behavior of the students within the classroom. Moreover, the instrument utilized in this study is an interview. According to Miller P. G and Strang, Mill operator P. M, 2010, an interview is a data-gathering method in which the definite highlight is the nearness of an interaction between the interviewer and the interviewee.

### ***Data Collection Procedure***

In this research, the researcher conducted utilizing two instruments that were observation and interview. The observation could be a form of collecting information by direct observation and efficient recording of objects to be studied. The Observations were carried out by the researcher by implies of observations and notes regarding the teacher's strategies in teaching English within the classroom. Moreover, the researcher collected more data by interviewing the teacher around the usage of teaching strategies that the teacher used.

### ***Data Analysis***

In this study, the researcher utilized data analysis based on Miles and Huberman (1994) cited Sugiyono (2014: 247-252) which includes three steps: data reduction, data display, and conclusion drawing/verification. The researcher depicted the utilize of teaching strategies by the teacher in teaching the English process.

The primary step in analyzing qualitative data involves data reduction. Firstly, the researcher collected information around the utilize of teacher's strategies in teaching English through observation and interview. Moreover, the researcher interpreted the data. Then, after collecting and reducing the data, the researcher displayed the information within the shape of descriptive. The second step is data display, within the process of reducing and displaying the data, it was based on the detailing of the research problem. After it has been conducted, the researcher was able to draw a conclusion and confirm it to be important information. It implies describing data within the shape of descriptive or narration. The third step of qualitative data analysis is conclusion, drawing, and confirmation. The conclusion drawn is begun after the data were collected by making a brief conclusion. In other words, it can be said that the conclusion is analyzed persistently and verified with validity to induce the perfect conclusion approximately the teacher's strategies in teaching English to eighth-grade students in the classroom.

**Data Triangulation**

The triangulation technique implies the researcher employments two or more techniques in collecting the data to urge validity. The purpose of triangulation is to extend the validity and legitimacy of the findings. The researcher utilizes data triangulation to determine the validity of the information. According to Cohen ( in Nurmala 2020: 38), triangulation may be characterized as the of two or more methods of data collection within the study of some viewpoint of human behavior. In this research, the researcher utilized method triangulation to compare the information found amid observations and the data found from interviews. After observing the teacher's strategies in teaching English, the researcher did cross-checking them to the data of interviews.

**FINDING AND DISCUSSION**

**Findings**

**TABLE 4.1.1**  
 The Plan of observation and interview

Observation		
No	Date/Time	Class
1	November 14 <sup>th</sup> ,2019/ 11.17-12.20	VIII <sup>F</sup>
2	November 14 <sup>th</sup> ,2019/ 13.15-14.20	VIII <sup>D</sup>
3	November 26 <sup>th</sup> ,2019/ 10.30-12.00	VIII <sup>A</sup>
4	November 28 <sup>th</sup> ,2019/ 10.50-12.20	VIII <sup>F</sup>
5	January 09 <sup>th</sup> ,2020/ 08.23-09.15	VIII <sup>F</sup>
6	January 09 <sup>th</sup> ,2020/ 09.24-10.45	VIII <sup>D</sup>
	January 14 <sup>th</sup> ,2020/	



7	10.20-11.20	VIII <sup>A</sup>
8	January 15 <sup>th</sup> ,2020/ 08.30-09.30	VIII <sup>D</sup>
9	January 21 <sup>th</sup> ,2020/ 08.00-09.00	VIII <sup>A</sup>
<b>Interview</b>		
1	January 22 <sup>th</sup> ,2020	

### ***Brainstorming Strategy***

Based on the first until ninth observation, the teacher utilized brainstorming in teaching prepare to supply the material. The teacher utilized mind mapping and pictures to bolster the implementation of brainstorming to assist students to create new ideas from the material. The material of teaching was approximately reading a descriptive text. The teacher instructed descriptive text about "animal at the zoo". The teacher-directed the students in arrange to get the reading text about an animal by inquiring the students to read and identify a text about an animal. The teacher inquired the students to create a main mapping. Moreover, the teacher gave the students how to understand a text based on the main mapping. For each meeting that was held, the teacher utilized questions related to the material and inquired the students to answer them. In some cases, the teacher redresses several answers that were given by students.

From the observation of the second meeting, the teacher utilized a picture to create ideas from the students. She too inquired students to distinguish a new idea based on the picture. The teacher inquired students to observe a picture of the zoo in their textbook and she inquired the students to distinguish the differences of the animals. From the observation of the third and fourth meeting, the teacher utilized a main mapping and question & answer session to apply brainstorming. The teacher gave a question approximately material would learn today. Then, the teacher drew a main mapping, she utilized the main mapping to clarified the material.

### ***Think Pair Share Strategy***

Based on the observation, the teacher utilized TPS "think pair share" to assist students to think together with their friends within the small group /or pair. The teacher did the TPS strategy because sometimes the students have a difficult time understanding material or text, so the teacher inquired them to think together with their friends. Moreover, it can be moved forward the students in good interaction and talk in groups. Usually, the students are able to work together in groups or pairs and offer assistance to each other.

In the TPS strategy, the teacher isolates the students in pairs. Then, she gave an exercise for each group. Then, she inquired the students to work in pairs to identify a text about animal features. The teacher made the students work together in a small group to assist students in easy to get it approximately the text. Moreover, it can be moved forward the students in good interaction and discussion in groups. This can be due to the students be able to work together in groups or pairs and help each other.

### ***Drill & Practice Strategy***

Based on the observation that held, the researcher found that the teacher utilized drill & practice whereas guiding the students in good pronunciation. Drill & practice utilized by teacher inquires

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students to inquire students for good pronunciation. The teacher ordinarily inquired the students to repeat-after-me technique to improve the students' pronunciation.

Based on the interview result, the researcher found that the strategy used by the teacher in teaching English was an imperative position of the overall curriculum, which ought to be arranged for the implementation of learning to achieve the target. The teacher too utilized the interesting material to create the students' ability and knowledge. Moreover, it ought to offer assistance to the students to understand the lesson easily. The material should be fitting with the lesson plan and syllabus. The materials are animal in the zoo, article, and quantifier, simple present tense.

### *Discussion*

In this part, after all the data have been found was discussed the findings have been described over by reflecting on the related theory about teaching strategy to the issue expressed. The research problem was about what are the teaching strategies used by the teacher in teaching English to eighth-grade students of SMPN 26 Banjarmasin. After conducting the result, the researcher found that the English teacher of eighth-grade students utilized several strategies in teaching English, which are brainstorming, TPS (think pair share), and drill & practice.

According to Kozma (in Hamruni, 2009:2), teaching strategy implies any selected activity that gives a facility or assistance to the students to attain a teaching objective. Subsequently, teaching strategies could offer assistance to students to induce more interest in teaching English. According to Halbach, A. (2000:56) said the teaching strategies that are utilized by the English teacher at Junior High School are: Brainstorming, Agreeable learning, Drill & Practice, and Roleplaying. Moreover, the research problem of the research was approximate "what are the teaching strategies used by the teacher in teaching English to eighth-grade students of SMP Negeri 26 Banjarmasin". After conducting the result, the analyst found that the English teacher of eighth-grade students utilized several methodologies which are brainstorming, TPS, and drill & practice in teaching English.

The teacher is continuously utilizing brainstorming within the teaching and learning process to supply the material within the pre-activity. Moreover, the teacher utilized main mapping and picture /or book to bolster the implementation of brainstorming to assist the students to create new ideas from the material. The teacher utilized TPS to assist the students think together with their friends in a small group/pair. Therefore, the teacher utilized this strategy within the whole activity because the students have a difficult time understanding material or text. The teacher ordinarily utilized this strategy in delivering particular material. Subsequently, the teacher utilized drills & practice whereas guiding students in good pronunciation. The teacher utilized the "repeat-after-me" technique to improve students' pronunciation.

In the first previous study, the teacher utilized several strategies in teaching English vocabulary such as interpretation, memorization, playing diversions, and singing a tune. The teacher tries not to be repetitive in teaching, so she utilized different strategies in teaching English vocabulary. The previous study discussed the implementation of teacher's strategies in teaching vocabulary in terms of teaching strategy and method, the teaching media, teaching materials, classroom management, and evaluation or assessment. Meanwhile, the researcher in this study wanted to describe the strategies utilized by the teacher in teaching the English process. Besides that, the similarity with this study, which talked about the teaching strategy that was utilized by the teacher. In the second previous study, the strategies utilized by the teacher to oversee expansive classes such as organization, rules, and communication. Meanwhile, the researcher in this study wanted to describe the teacher's strategies in



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educating English to eighth-grade students at SMP Negeri 26 Banjarmasin. Within the last previous study, the teacher 1st utilized perusing boisterous, skimming, and filtering, most of the students reacted emphatically with the techniques utilized by the teacher. The teacher 2nd played the video and all of the students were partaking actively in talk and answering the question. Meanwhile, in this study, the teacher used curiously strategies in conveying the materials. The researcher in this study found that the teacher utilized several strategies for eighth-grade students of SMPN 26 Banjarmasin such as brainstorming, cooperative learning, drill and practice, and TPS to supply the material. Moreover, the teacher used the think-pair-share strategy to assist students in effectively get it the material given in a partner and exchanged minds with each other. From the discussion above, we are able to see the teacher's strategies in teaching English are exceptionally important for students to assist them to get the material, which is the material that interests the students and also depends on the strategies by teacher used. The teacher at SMPN 26 Banjarmasin employs more than one teaching strategy in teaching the English process.

## CONCLUSIONS AND SUGGESTION

### *Conclusions*

Based on the finding of the research, it can be concluded that strategies utilized by the teacher in teaching English at the eighth review of SMPN 26 Banjarmasin are brainstorming, TPS (think pair share), and drill & practice. The strategies as a rule utilized amid pre-activity, while-activity, and post-activity. The common strategies that the teacher utilized in teaching English are brainstorming and TPS (think pair share). Brainstorming is ordinarily utilized by teachers when teaching English amid pre-activity, it can fortify the students to make new ideas approximately the material. The teacher utilized pictures or main mapping to implement brainstorming in teaching English. Meanwhile, TPS (think pair share) was utilized by the teacher when teaching English amid while-activity, it can offer assistance to the students in good communication and exchange their minds with each other within the classroom. Moreover, it can offer assistance to the students more effortlessly understand because they worked together in pairs.

### *Suggestion*

To better the teacher's strategies in teaching English in the future, the researcher proposes that the teacher can utilize interesting strategies such as games in arrange to create the teaching and learning process gotten to be more interesting, so the students will be more fun in teaching English. Additionally, the researcher suggests for the headmaster it can be a reference to held a movement to increase and assess the teacher's strategy expertise in teaching English. For the other researchers, the researcher suggests it can be utilized as an extra reference for further research with diverse discourse domains of the teacher's strategy.

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