

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

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Abstract: This study aimed to find out what strategies used by the teacher in integrating English language skills in the classroom. In this study the researcher used descriptive qualitative method. The participant of the study is English teacher from eleven grade at MAN 1 Malang. The findings showed teachers used various strategies in integrating English language in the classroom. The first strategy was Group Presentation, this strategy has integrated reading skill, listening skill and speaking skill. Second strategy was Q&A Session, this strategy has integrated listening and speaking skills. Third strategy was Reviewing Material, this strategy has integrated listening skill. And the last strategy was Role Play, in this strategy has integrated speaking skill and grammar pronunciation.

Keywords : Teaching Strategies, Integrating Language Skills.

INTRODUCTION

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

Due to the fact that English is employed for classroom instruction or as a communication tool in social contacts, students frequently encounter little to no English both inside and outside of the classroom. For that reason, it place a great responsibility for English teachers is to ensure that students learn English in an environment that supports and successfully integrates English learning into the classroom. As a result, in addition to a variety of other complicated skills, a

teacher's language proficiency and teaching abilities are crucial when it comes to teaching English as a foreign language. (1990; Burn and Richard).

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

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

According to (Aswan, 2010) teaching strategy is a planned technique or sequence of actions meant to attain a specific goal might be regarded as an educational strategy. A teaching strategy is the teacher's plan for achieving what has been planned during the teaching and learning process.. In other words, a teaching strategy is an approach to teaching students. Teachers must adopt a strategy to strike a balance between the method they use and the way they apply the material. To get the desired results, teaching methods for English skills must be adapted to each skill.

Teachers require resources and methods that are appropriate for students during the teaching process, because a strategy is an activity that a teacher performs to achieve one or more

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

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

Suyadi (2013) states that teaching strategy is a plan, method, or series of activities designed to achieve a particular education goal. Besides that, Kemp, Kozma (in Hamid, 2010) states that teaching strategy is activities that are done by teacher as facilitator for the students to get the objectives of study. Dick and Carey (1990 in Suyadi, 2013) explain that teaching strategy consists of all subject components, procedures or stages of learning activities that are teacher uses to help the students to get the objectives of study.

METHOD

The research' method in this study was descriptive qualitative. Because it describes the teachers' tactics for teaching English at Madrasah Aliyah Negeri 1 Gondanglegi Malang. This design was used to describe the data that were taken from the study's focus on teachers' methods for teaching English at Madrasah Aliyah Negeri 1 Gondanglegi Malang.

The participant consist of teachers and students eleven grade at Madrasah Aliyah Negri 1 Gondanglegi Malang. In this study, the researcher took this participant, because this school and the teachers are suitable with this research, which is this research want to know about the teacher strategy in integrating English skills. And also this school has language classes that appropriate with this research. Based on observation from students practice, it shows almost students have good score in English after the teacher implemented the strategies for integrating English skills.

The researcher took only one class because the researcher only choose one English teacher and some students.

In order to get the result of the research, the researcher collected data from observation, interviews, and documentation. Teacher is the subject of applying English teaching strategies. The procedure used by the researcher in this study was observed the English teacher of 11th grade MAN 1 Malang. The interview with the teacher was continued by the researcher. And the last step was attached the documentation. The data source for this study is teachers as adopters of English teaching strategies, teacher-student interactions and situations take place as teachers use instructional strategies in teaching English as well as student notes, images, and modules.

FINDINGS

Researcher gained research data by observation, interview and documentation. The researcher have conducted studies about the teacher's strategies used in integrating English language skills in eleven grade from MAN 1 Malang.

Teacher's Strategy In Integrating English Language Skills

Based on the research findings that the researcher get from observation, the teacher strategies during learning English were group presentation, Q & A session, Reviewing Material and Role Play. The material applied in learning by the teacher was telephone conversation. Teacher used students center and a contextual learning approach in learning. Through students center, students are able to identify and explain how to call and receive calls in making appointments carefully, honestly, politely, caringly, and responsibly. Students can make and receive appointments calls carefully, honestly, politely, and responsibly. In this learning there were three compounds in teaching English , namely: pre-teaching (introduction), teaching activity (activities), post-teaching (closing). While teaching strategies were implemented on teaching activities.

Pre Teaching

Pre-teaching activities were gotten from observation as the main instrument. During this session, the teacher convened students with prayers and greetings. The teacher greeted the students. Following that, the teacher checked the students' readiness to follow the lesson and

provides some encouragement to encourage the students to follow the lesson and teacher instructions. The teacher checked student's attendance list. Before the meeting started, teacher asked students to prepare the materials. The teacher review the previous study by asking several question related the previous material. And then the teacher explained about the meeting activities.

Teaching Activity

The researcher gained the information from observation about activities carried out in the teaching-learning process. The teacher instructed students to present the material (Telephone Conversation) that be discussed at the meeting. At the previous meeting the teacher had already grouped students into several group presentation, and also the teacher has given the topic presentation for each group. In this strategy, the teacher already integrate speaking , listening, and reading skills. After presentation, group 1 as the moderator opened the question and answer session. Group 1 encourages their friends and gives a chance to their friends to asked a questions about things that they don't understand about the topics. Question and Answer strategy also integrated student's speaking skills and it can be improve student's confident to ask some question.

The next step is the teacher's review. In this session, the teacher provides a more in-depth explanation of the topics that have been discussed. It aims to provide a deeper understanding about the material to students. In review strategy, the teacher have integrated listening skills. Because, when the teacher give ab explanation, the students listen and understand carefully. The next strategy was role-playing. The students were instructed to act out a dialogue with two other classmates. In this strategy, students active in play some character, so the teacher has integrated student's speaking skills and improve student's pronouncation.

Based on the research data from the observation, in this lesson there were techniques that implemented by the teacher in integrating language skills. The teacher tried to used some effective strategies in integrating language skill and improving student's ability. Here is the strategies used by the teacher to integrate English skills :

1. Speaking, Reading, and Listening Skills.

The first strategy was group discussion and group presentation. In this strategy the teacher has integrated speaking, reading, and listening skills. Group presentation is a learning technique that explains a topic in public by a group of students. Through group presentations, students will be trained to think critically and increase student activity in the process of learning. Based on observation, the first activity in the classroom is group presentation that started by group 1. Before presenting the topic, students from group 1 read the material, understand the material, and discuss about the material. *And this activity has integrated reading skill and listening skill.* Then the teacher asked to students from group 1 to prepare their material presentation. The students prepare all the tool for presentation. After that group 1 started to present their material, they also greeted and introduce their group. From this group they discuss about Telephone Conversation, group 1 explain about definition, structure, language features, and kind of Telephone Conversation. They also give some example of Telephone Conversation. This activity can improve students' ability in speaking English skills. During the course of presentation, it has integrated listening and speaking skills. Because, group of students were active talking about the materials presented and other students in the class listened carefully.

2. Listening and Speaking Skills.

The next strategy was Question and Answer, this strategy can improve student's ability in speaking skill and listening skill. In this strategy, the teacher has integrated two English language skills, there are speaking skill and listening skill. In this session, a specific time has been arranged for the audience or students to ask direct questions, usually at the end of the presentation. After group 1 finished presenting the topic, the next step was a question and answer session. group 1 as the moderator opened the question and answer session. Group 1 encourages their friends and gives a chance to their friends to ask some questions about things they didn't understand about the topics that have been presented. Students active in answering question with each other in this activity and *this activity has integrated students speaking skill.* A question-and-answer session gives participants an opportunity to ask and clarify the confusion they have on a topic.

3. Listening Skill.

The teacher has implemented reviewing strategy to integrate listening skill in English. Based on the results of observations was found that in this study there were two implementations of material review techniques; the first was a student's review and the second was a teacher's review. The implementation technique in student review was the teacher requested students to review the topics that have discussed by group presentation. And also teacher provides a more in-depth explanation of the topics that have been discussed. It aims to provide a deeper understanding about the material to students. The teacher advised students to understand and listen closely during this session. The teacher can review or repeat the material. In this activity students listen carefully and understand what is in the review by the teacher and friends. Therefore, this activity has integrated listening skill. The activities in this strategy can improve student's listening skill and can help students understanding the topic deeply.

4. Speaking Skill and Grammar Pronunciation.

Based on observation, the next strategy was role play. With this role play strategy has integrated speaking skill and grammar pronunciation. In this learning, teacher implemented role play in Telephone Conversation. It was performed by several groups, with two students in each group. During role-playing activities, it can increase students speaking skills. Because in Role play, students play a part in drama and students learn to play any character. Students are active in playing a character and dialogues in English. Role-play was language learning strategy that asks students to play certain roles in a given situation using English. Therefore, this strategy has integrated speaking English skill. Language skills that can be developed through role-playing are speaking, especially for interpersonal and transactional dialogue. Role play allows the teacher to assess students' fluency, correctness, and grammar pronunciation.

Post-Teaching

Closing meetings was the main activity in post-teaching. Final step in the class meeting is post-teaching. The teacher gives reflection about the lesson to students. Teacher also motivated students to be motivated in teaching and learning activities. The teacher then informs the kids

that they must study at home again. Then the teacher asked the students to pray and close the meeting.

DISCUSSION

The researcher presents discussion of the research findings in this section. This study proposes two research questions. This study focuses on English teachers' strategies at eleven grade at Madrasah Aliyah Negeri 1 Malang. Give an explanation of the research findings from the board in this section.

This study's research data were gathered by observation, interviewing, and documentation. The observation data related to teacher's activity and teacher's strategies. The documentation was collected from teacher's lesson plan. Based on findings, the teacher's strategies for teaching English skills in the classroom was group presentation, Q&A session, and Reviewing Material, Role Play. In group presentation, students have worked in groups to discuss the topic to be presented. Working in groups also allowed students to become acquainted with the content, according to Brown (2000, p. 22). The exercise's success is determined by the combination of their efforts. Each kid should have a line, communicate well with all group members, and practice conversing positively.

For the next strategies was question and answer session. In Q&A sessions, students ask and answer questions about a topic. Can be used as a review activity to clarify learning about a topic. According to Majid (2013) Question and answer method is intended to stimulate students' thinking and guide them in achieving or gaining knowledge.

Based on the observation in MAN 1 MALANG, the teaching processes comprise of three stages, namely: pre teaching, teaching activity, and post teaching. The teacher followed a procedure that had multiple stages. The first was pre-teaching, often known as opening. During this stage, the teacher began the meeting by praying, greeting the students, and motivating them. The teacher then instructed the students to prepare the material.

The next stage was while teaching. In this session, the teacher reviewed the materials in advance before the teacher started teaching the students. Post-teaching was the final activity in the teaching-learning process that teaching activity ends in class. The teacher's strategy to integrating English skills of teaching in the classroom are Group presentation, Q&A session,

and Reviewing Material, Role Play. This section discussed about teacher's integrating English language skills in teaching at Islamic High School. Richards and Rodgers (in Brown, 1994) defined procedural terminology as: the in-the-moment strategies, practices, and behaviors employed in teaching a language activity. That strategies is quite effective in integrating English language skills.

Those activities above were included in the student discussion or group discussion. According to Hasibuan (1985), the discussion method is a way of presenting learning materials in which teachers provide opportunities for students (groups of students) to hold scientific conversations in order to gather opinions, draw opinions, and draw conclusions. draw conclusions or offer alternative solutions to a problem. The next strategy was role play. In the role play technique, the teacher instructed students to act out specific roles in a given setting using English. Krashen (Fauziati, 2014: 101) provides examples of activities that can be used to teach speaking, such as role-playing, picture strips, gap information, and theatre.

Based on the interview session, during teaching-learning, the teacher uses various strategies that have been implemented related to integrated English skills. (Sanchez, 2000) he discovered that integrating skills benefits both students and teachers by encouraging teachers to switch up the learning activities and enabling students to freely utilize the language they are learning. colorful and organic, children are better able to express themselves and take more chances with language use, which significantly improves learning results.

The researcher discovered that Fairurrozi's (2020) findings were consistent with the findings of a previous study that "role play" strategy is effective strategy in teaching English, especially for speaking skills. And research performed by Fairurrozi shows that the the teacher's role in the communicative approach to learning English skills has been carried out properly.

In conclusion, the finding of this study indicated that there are four strategies in integrating language skills used by the teacher in the class. The first strategy was Group Presentation/Group Discussion. This strategy can improve student's speaking skill. The second strategy was Q & A session. In this strategy, the students became active in asking question and discussing. The third strategy was Reviewing Material. Using this strategy, the teacher requested that the students review the topic and the teacher give some information about the topic. For the last strategy was Role Play. In the role play strategy, knowing students' fluency, correctness, and

grammar pronunciation can be helpful for teachers. Then, the activities were separated into three learning phases by the teacher. Namely, pre-teaching (opening), while-teaching (teaching activities), and post-teaching (closing). Teachers implemented these strategies to integrate English language skills to students more active in learning. By using those strategies, it seems that 80% of students can understand the topic quite well. 70% of students have gotten a pretty good score in the daily test. The findings in study have been supported by previous research.

CONCLUSION AND SUGGESTION

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

Based on the research data, the researcher concluded that English teachers conducted four strategies when teaching English to the students at Eleven Grade Madrasah Aliyah Negeri 1 Malang. The first strategy was Group Presentation, this strategy has integrated reading skill, listening skill and speaking skill. Second strategy was Q&A Session, this strategy has integrated listening and speaking skills. Third strategy was Reviewing Material, this strategy has integrated listening skill. And the last strategy was Role Play, in this strategy has integrated speaking skill. In the presentation group, the teacher asks students in groups to discuss a topic and present it to their friends. In the question and answer session, the teacher asks students to discuss about topics that have not been understood. In this study there were two implementations of material review techniques; the first was a student's review and the second was a teacher's review. The teacher asks students to review the issues covered in the group presentation as part of the implementation strategy. The teacher delivers a more in-depth explanation of the issues that have been presented

throughout the teacher's review. The teacher instructed the students to act out a conversation between two students during role play.

Researcher suggested teacher in teaching English to find out the students' enthusiasm in learning English. The researcher suggested that teachers can consider teaching strategies in integrating English language skills, because it was very important for the students. And teacher should know about characteristics each students. And researcher hopes that other researchers can guide other teachers' strategies to more effectively assist students in speaking, writing, reading, listening, and other skills. For the further researcher, they should be motivated in conducting further research to find various teacher's strategies in teaching learning English.

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