

**AN ANALYSIS OF ENGLISH TEACHING STRATEGIES AT
VOCATIONAL HIGH SCHOOL OF ART
(A Case Study at SMK Negeri 8/SMKI Surakarta in the Academic Year
2015/2016)**



A THESIS

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2016**

PRONOUNCEMENT

I would like to certify that the thesis entitled “An Analysis of English Teaching Strategies at Vocational High School of Art (A Case Study at SMK Negeri 8/SMKI Surakarta in the Academic Year 2015/2016)” is really my own work. It is not plagiarism or made by others. Everything related to others’ works is written in quotation, the sources of which are listed on the references.

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Surakarta, August 3rd, 2016



Distia Apriyandini

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**DISTIA APRIYANDINI
K2211028**

**Submitted to the Teacher Training and Education Faculty of Sebelas Maret
University to Fulfil One of the Requirements for Achieving Undergraduate
Degree of Education in English Education Department**

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
2016**

APPROVAL

**AN ANALYSIS OF ENGLISH TEACHING STRATEGIES AT
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2015/2016)**

By:

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This thesis has been approved by the consultants to be examined by the Board of Thesis Examiners of Teacher Training and Education Faculty, Sebelas Maret University on *August 3rd*, 2016

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LEGALIZATION OF EXAMINERS


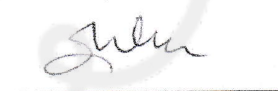
This thesis has been examined by the Board of Examiners of Teacher Training and Education Faculty, Sebelas Maret University, Surakarta, and has been accepted as a partial fulfilment of requirements for achieving the Undergraduate Degree of English Education in English Education Department.

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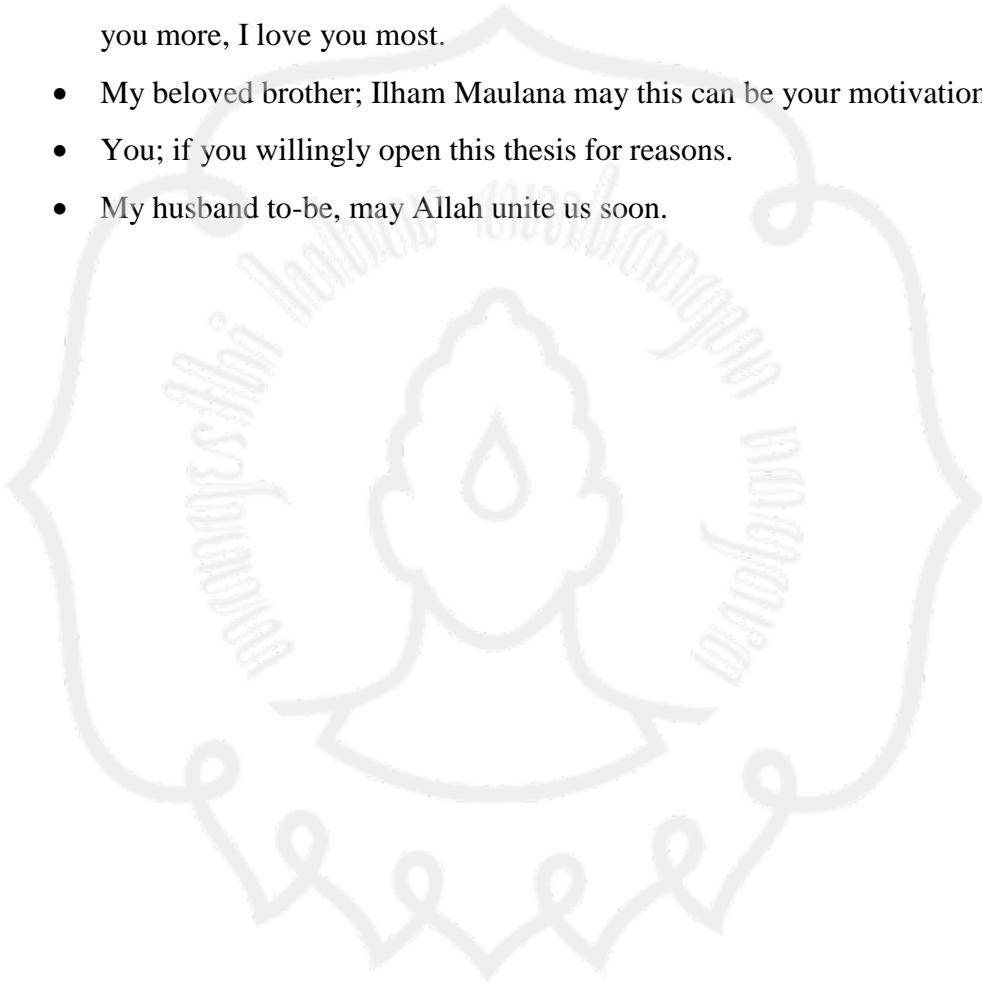
*Indeed, Allah does not change the condition of a people
until they change their own condition*
(Quran, Ar-Rad: 11)



DEDICATION

This thesis is dedicated to:

- My beloved parents; Ibu Hartanti Ika Triyana. for everlasting love, support, and praying, Bapak Wasirin Fajrin in my loving memory. I love you more, I love you most.
- My beloved brother; Ilham Maulana may this can be your motivation.
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- My husband to-be, may Allah unite us soon.



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Hopefully, this thesis can contribute for further research. I gratefully welcome every comment, suggestion, and constructive feedback for the betterment of this thesis.

Surakarta, August 2016

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ABSTRACT

Distia Apriyandini. **AN ANALYSIS OF ENGLISH TEACHING STRATEGIES AT VOCATIONAL HIGH SCHOOL OF ART: A Case Study at SMK Negeri 8/SMKI Surakarta in the Academic Year 2015/2016.** Thesis. Surakarta: Teacher Training and Education Faculty of Sebelas Maret University. July 2016.

The objectives of this study are: (1) to investigate the teaching strategies at the SMK Negeri 8/SMKI Surakarta, (2) to the analyse influence factors of the teaching strategies, and (3) to describe the implementation of teaching strategies at the classroom practice.

This research was conducted from October to November 2015 at SMK Negeri 8/SMKI Surakarta. This research is a case study at two English teachers in that school. The sources of the data were informants, events, and documents. The data collection method used observation, interview, questionnaire, and document analysis. The data were analysed by using interactive model (Miles and Huberman) consists of data reduction, data display, and drawing conclusion and verifying.

The results of the study show that the teacher use teaching strategies cover planning, teaching practice and assessment. The findings of the study are: (1) There are six teaching strategies used by the teachers at the SMK Negeri 8/SMKI. Those strategies are a) teaching document strategies, b) questioning strategies, c) using students language repertoire, d) individual assistance, e) motivational strategies, and f) assessment strategies. (2) The factors that influence the teachers in deciding the use of teaching strategies are curriculum, the students differences, teaching material, and school facilities. (3) The implementation of teaching document i.e. syllabus and lesson plan, the teachers adjust to the condition and facilities of the school. The use of questioning strategies is in form of recalling students memories, asking vocabularies, procedural knowledge, help them to construct new knowledge, and asking them to think critically. The use of students language repertoire as the alternative from the material which are still general and to relate the material to the art field that can help the students learn English contextually. Individual assistance strategies are used when the students find difficulties during the teaching learning process at the class. The teachers will approach the student and give personal explanation until the student understands the material taught. Motivational strategies are used to gain students attending and motivation to learn English. The teachers give encouragement, advice, and cooperate with teacher productive class to remind students attendance. The last strategies are assessment strategies which are conducted based on the assessment techniques of K-13. The assessment covers knowledge, skill, and attitude. Based on the results of the research, the teachers need to maximize the strategies that support the implementation of K-13 at the school.

Keywords: *teaching strategies, vocational high school of art.*

ABSTRAK

Distia Apriyandini. ANALISA STRATEGI PEMBELAJARAN BAHASA INGGRIS DI SEKOLAH MENENGAH KEJURUAN SENI: STUDI KASUS DI SMK Negeri 8/SMKI Surakarta Tahun Ajaran 2015/2016. Skripsi. Surakarta: Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret. Juli 2016

Tujuan dari penelitian ini adalah: (1) mengisvestigasi strategi mengajar di SMK Negeri 8/SMKI Surakarta, (2) menganalisa faktor yang mempengaruhi strategi mengajar, dan (3) mendeskripsikan implementasi strategi mengajar di kelas.

Penelitian ini dilaksanakan pada bulan Oktober sampai November 2015 di SMK Negeri 8/SMKI Surakarta. Subjek dari penelitian ini adalah dua orang guru Bahasa Inggris di sekolah tersebut. Sumber data penelitian adalah narasumber, peristiwa, dan dokumen. Teknik pengumpulan data menggunakan observasi, wawancara, kuesioner, dan analisa dokumen. Data dari penelitian ini dianalisis menggunakan model interaktif (Miles and Huberman) terdiri dari reduksi data, penyajian data, dan penarikan kesimpulan dan verifikasi.

Berdasarkan penelitian ini dapat disimpulkan bahwa: (1) Ada enam strategi mengajar yang diunakan oleh guru di SMK Negeri 8 Surakarta. Strategi tersebut adalah a) strategi penyusunan dokumen mengajar, b) strategi menanya, c) menggunakan language repertoire, d) asistensi pribadi, e) motivasi, dan f) penilaian. (2) Faktor yang mempengaruhi pemilihan strategi mengajar adalah kurikulum, perbedaan siswa, materi pembelajaran, dan fasilitas sekolah. (3) Implementasi dokumen pengajaran yakni silabus dan RPP disesuaikan dengan kondisi dan fasilitas sekolah. Strategi menyanya dalam bentuk mengingat kembali materi yang siswa pernah dapat, menanyakan kosa kata, langkah-langkah menulis atau membuat teks, membantu membentuk pengetahuan baru, dan mengajak berfikir kritis. Strategi language repertoire membantu mendekatkan siswa dengan materi Bahasa Inggris dan agar mereka tahu konteks penggunaannya. Asistensi pribadi diberikan pada siswa yang menemukan kesulitan saat pelajaran di kelas. Guru akan menjelaskan materi secara detail dan secara pribadi kepada siswa yang mengalami kesulitan. Pemberian motivasi dilakukan untuk meningkatkan motivasi kehadiran siswa, dan motivasi belajar Bahasa Inggris. Guru memberikan nasehat, semangat, dan meminta bantuan guru pelajaran produksi untuk meningkatkan kehadiran siswa. Strategi mengajar terakhir adalah strategi penilaian yang berdasarkan teknik penilaian K-13 yang meliputi pengetahuan, keterampilan, dan sikap. Berdasarkan hasil penelitian, guru perlu memaksimalkan strategi pembelajaran yang mendukung implementasi K-13 di sekolah.

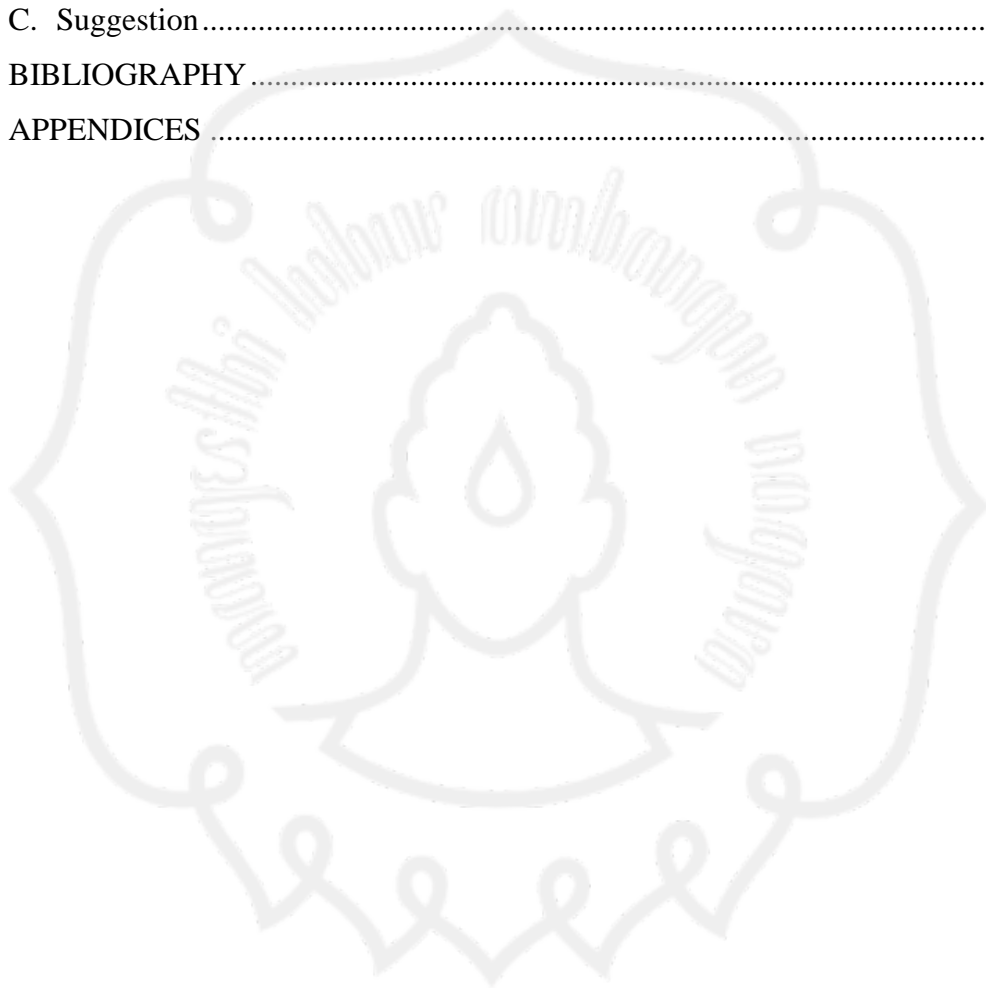
Kata kunci: *strategi pembelajaran, sekolah menengah kejuruan seni.*

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