

**TEACHER STRATEGIES IN TEACHING ENGLISH AT MIXED
L-1 BACKGROUND EFL CLASSROOM**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



**UIN SUNAN AMPEL
S U R A B A Y A**

By :

Khotimatul Husnah

NIM. D05215013

Supervisor :

Drs. Muhtarom, M.Ed, Grad. Dipl. TESOL

Rakhmawati, M.Pd

**ENGLISH LANGUAGE EDUCATION
FACULTY OF TARBIAH AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA**

2020

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini :

Nama : Khotimatul Husnah

NIM : D05215013

Jurusan /Program Studi : Pendidikan Bahasa /Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Keguruan

Menyatakan dengan sebenarnya bahwa skripsi yang saya buat ini benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambilan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan saya sendiri. Apabila kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Surabaya, 29 Februari 2020

Yang membuat pernyataan



Khotimatul Husnah

NIM. D05215013

ADVISOR APPROVAL SHEET

This thesis by Khotimatul Husnah entitled "Teachers Strategies in Teaching English for Mix L-1 Background EFL Classroom " has been approved by thesis advisors for further approval by the boards examiners.

Surabaya, 29 February 2020

Advisor I,



Drs. Muhtarom, M. Ed., Grad, Dip, TESOL

NIP. 196512201992031005

Advisor II,



Rakhmawati, M.Pd

NIP. 197803172009122002

EXAMINER APPROVAL SHEET

This thesis by Khotimatul Husnah entitled "Teachers Strategies in Teaching English for Mix L-1 Background EFL Classroom" Has been examined on 09th March 2020 and approved by the board examiners.



Dean,

Dr. H. Ali Mas'ud, M.Ag., M.Pd.I

NIP.1963012319930310021

Examiner I,

Dr. Irma Soraya, M.Pd

NIP.196709301993032004

Examiner II,

Moh. Syaifuddin, M. Ed. Ph. D

NIP. 197310131997031997031002

Examiner III,

Drs.Muhtarom,M.Ed.Grad.Dip.TESOL

NIP. 1961512201992031005

Examiner IV,

Hilda Izzati Madjid, M.A

NIP.1978602102011012012



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Khotimatul Husnah
NIM : D05215013
Fakultas/Jurusan : Tarbiyah dan Keguruan / Bahasa.
E-mail address : Khotimatulhusnah9@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

Sekripsi Tesis Desertasi Lain-lain (.....)

yang berjudul :

"Teachers Strategies in Teaching English for Mixed L1
Background EFL Classroom"

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 29 February 2020

Penulis

(Khotimatul Husnah)

ABSTRACT

Husnah, Khotimatul (2020). *Teacher Strategies in Teaching English for Mixed L-1 Background EFL Classroom*. Undergraduate Thesis, English Language Education, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya. Advisors: Muhtarom, M.Ed, Grad. Dipl. TESOL, and Rakhmawati, M.Pd.

Keywords : Teacher's strategies , Mixed L-1 background, student's responses.

Teaching English for Mixed L-1 background is not easy. The teachers as the agent of teaching and learning process has to design and develop the teaching and learning process to be active and interactive. The strategies are way to help to deliver the materials. This research, the researcher wants to investigate teacher's strategies and student's response in English teaching and learning processes at eight grade that has two L-1 background in a classroom. Those are Arabic and Indonesian Language. The researcher used theories from Kindsvatter to answer the question related teacher strategies and Kusumadewi to answer the question related Verbal responses toward teacher's strategies. Descriptive qualitative is used by the researcher to answer the question of this research. The researcher collects the data by observation English teaching and learning process in the classroom while observation checklist and interview guide were used as the instrument of this research. The researcher observes the teachers for three meetings and interview four students from Arabian and Indonesian students. The result of this research explains for the first question, there are three strategies that appears in teaching English processes. Those are cooperative learning strategies, active learning strategies and direct instruction strategies. The activities of those strategies are different it depends on the materials that they learn in the classroom. The result of second research question finds there are two verbal responds of student toward teacher's strategies in teaching English. This result of this research has similarity and contradiction with the previous study.

ABSTRAK

Husnah, Khotimatul (2020). *Teacher Strategies in Teaching English for Mixed L-1 Background EFL Classroom*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Advisors: Muhtarom, M.Ed, Grad. Dipl. TESOL, and Rakhmawati, M.Pd.

Keywords : Teacher's strategies, Mixed L-1 background, student's responses.

Mengajar bahasa Inggris kepada siswa yang memiliki perbedaan L-1 tidaklah mudah. Para guru sebagai agen proses belajar mengajar harus merancang dan mengembangkan proses belajar mengajar agar aktif dan interaktif. Strategi adalah cara untuk membantu menyampaikan materi. Penelitian ini, peneliti ingin menyelidiki strategi guru dan respon siswa dalam proses belajar mengajar bahasa Inggris di kelas yang memiliki perbedaan L-1 antara Bahasa Arab dan Bahasa Indonesia. Deskriptif kualitatif digunakan oleh peneliti untuk menjawab pertanyaan penelitian ini. Peneliti mengumpulkan data dengan observasi pengajaran Bahasa Inggris dan proses pembelajaran di kelas sementara daftar observasi dan panduan wawancara digunakan sebagai instrumen penelitian ini. Peneliti mengamati guru selama tiga pertemuan serta mewawancarai empat siswa dari siswa Arab dan Indonesia. Hasil penelitian ini menjelaskan bahwa untuk pertanyaan pertama, ada tiga strategi yang muncul dalam pengajaran proses bahasa Inggris. Strategi itu semua adalah strategi pembelajaran kooperatif, strategi belajar aktif dan strategi pengajaran langsung. Dalam setiap strategi yang diterapkan memiliki aktifitas yang berbeda – beda menyesuaikan materi yang mereka pelajari. Hasil pertanyaan penelitian kedua menemukan ada dua tanggapan verbal siswa terhadap strategi guru dalam mengajar bahasa Inggris. Hasil penelitian ini memiliki persamaan dan perbedaan dengan penelitian sebelumnya.

Acknowledgement

Alhamdulillah is always prayed to Allah for always giving me the pleasure until I can complete my thesis untitled Teacher Strategies in Teaching English for Mixed L-1 Background EFL classroom.

Appreciation to My parent, thank very much for the love, affection, pray and support that are always give to me. May Allah always give your health and blessing in your life.

for my supervisor Mr Muhtarom , M.Ed, Grad. Dipl. TESOL and Mrs. Rahamawati M.Pd who always be patient in lead me during I do my thesis. Thank for the time and knowledge in every meeting.

Appreciation and thank to SMPL Al- Irsyad Surabaya for giving me occasion to do my research in this school. I got new experience to meet Arab Students.

I don't forget to say thank you my all of my friends who are always accompany and help me to complete this thesis. Thank for every kindness that you have been given to me.

Finally, I realized that my thesis is still far the perfection. There are many writers always accept the suggestion and the criticism to build sake of the perfection. May this thesis useful for us.

Surabaya , 29 February 2020

The writer

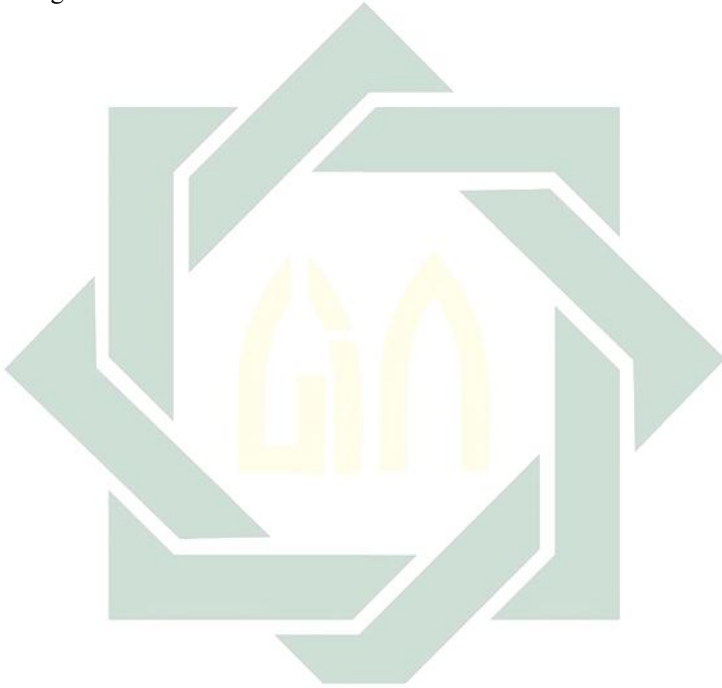
TABLE OF CONTENTS

COVER.....	.
PERNYATAAN KEASLIAN TULISAN.....	ii
ADVISOR APPROVAL SHEET.....	ii
EXAMINER APROVAL SHEET	iii
MOTTO	iv
DEDICATION	vi
ABSTRACT.....	vii
ABSTRAK.....	viii
Acknowledgement	ix
LEMBAR PUBLIKASI PERNYATAAN.....	ix
TABLE OF CONTENTS.....	xi
LIST OF TABLES	xiii
LIST OF ABBREVIASION	xiv
LIST OF APPENDICES.....	xv
CHAPTER I INTRODUCTION.....	1
A. Background of The study.....	1
B. Research Question	5
C. Reserch Objectives.....	5
D. Significance of The Study.....	6
E. Scope and Limitation	6
F. Definition of Key Terms.....	7
CHAPTER II REVIEW OF RELATED LITERATURE.....	9
A. Theoretical Framework.....	9

B. Previous Study	21
CHAPTER III RESEARCH METHOD	24
A. Research Method and Design	24
B. Location of The Research	24
C. Subject of The Research	25
D. Research Procedure.....	25
E. Data and Source of The Data	26
F. Data Collection Technique and Instrument.....	26
G. Data Analysis Technique	28
CHAPTER IV RESEARCH FINDING AND DISCUSSION	30
A. Research Findings	30
B. Discussion	41
CHAPTER V CONCLUSION AND SUGGESTION	57
A. Conclusion	57
B. Suggestion.....	58
REFERENCES	59

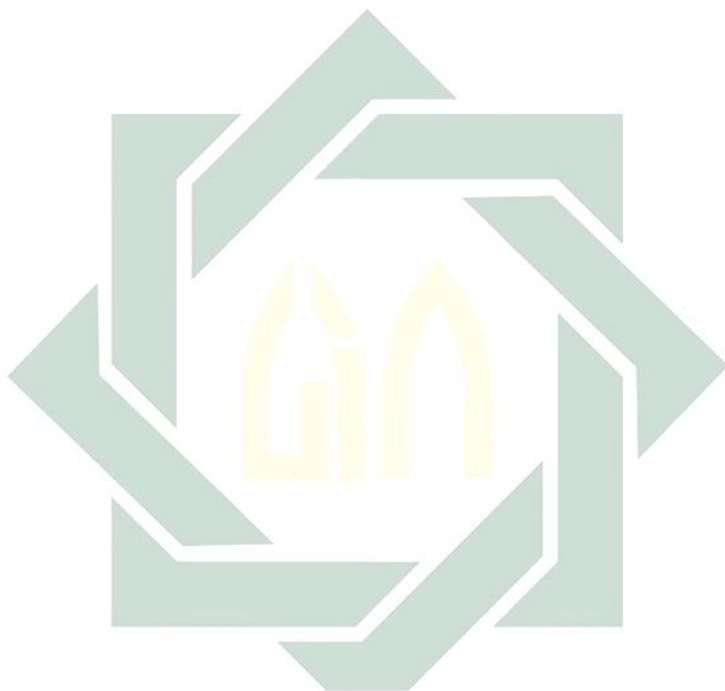
LIST OF TABLES

Table 2.1 The Activities of Verbal and Nonverbal Responses.....	20
Table 3.1 Figure of Research Design.....	28



LIST OF ABBREVIATION

1. EFL : English Foreign Language
2. TEFL : Teaching English Foreign Language
3. L-1 : First Language
4. PBL : Problem Based Learning



LIST OF APPENDICES

Appendix 1 Observation Checklist

Appendix 2 interview Guide

Appendix 3 Observation Checklist Result

Appendix 4 interview Result

Appendix 5 Surat Validasi

Appendix 6 Kartu Bimbingan Skripsi

Appendix 7 Surat Tugas

Appendix 8 Lembar Pengesahan Munaqosah

Appendix 9 Izin Penelitian



CHAPTER I INTRODUCTION

This chapter presents introduction which explains the reasons from researcher in conducting the research. The problem of the research has been written by the researcher in the research question. In addition, the researcher shows the objectives and significance in this research to make the reader understand the purpose of this research. The scope and limitation of this study is also presented before definition of key term that define about the term used to avoid misunderstanding.

A. Background of The study

Teaching learning process is one of the activities that interest to be discussed especially in Indonesia because it is one of many ways to increase the people's knowledge. There are two concepts of teaching learning which is related each related each other, those are students and teacher. They work together to reach the purpose of teaching and learning process. The purpose of teaching itself to make students get many knowledges and able to understand the knowledge. Here, the teacher is as the agent of teaching and learning process has to design and develop the process of learning to be interactive and motivate the student to be active and creative. In addition, Kunandar stated "there are five elements for the best teacher. Those are 1) cooperate with the students, 2) design the material, 3) use the media, 4) involve the student and 5) work maximum¹. If the teacher can do those components, it will be easy to reach the objectives of teaching and learning process. Choi and Pucker also said that the important role of the teacher before they teaching is planning everything related with their activities in

¹ Suwito, "Manajemenen Pembelajaran Bahasa Inggris dalam Meningkatkan Prestasi Belajar Siswa pada SMP NEGERI 1 TAPAKTUAN Aceh Selatan", Aceh: jurnal Magister Administrasi Pendidikan Pascasarjana Syiah Kuala, Vol 5, Agustus 2017, No 3, p.136.

teaching and learning process in the classroom². They should plan how the way they teach in order to objectives in learning can be reached. Becoming a teacher is not easy because they should be creative and innovative in deciding the method, strategy, technique and activity that they used to deliver the material in teaching. Moreover, teaching English is should be delivered as well as possible because English is their foreign language. The teacher should make them fun and enjoy in learning English in order to make them easy to understand the materials that they learn. Strategy in teaching learning process is a way to deliver the materials. The strategy that they used it could help them to deliver the material in teaching and learning process so, after the teacher decided what material that they would be learned, they could think about strategies to deliver the materials.

Choosing an appropriate strategy for the students is very beneficial because they should apply an interesting strategy in teaching and learning process. According to David, strategies is a series of the activities that have been designed by the teachers in delivering the materials to achieve the purpose of teaching³. There are many strategies in teaching English foreign language but, before the teacher teach, the teacher can analyse the condition of the class than they can think and choose the appropriate strategy for the students. The teacher can't teach what they want to explain without knowing the condition in the class and background of the student or student needs. As we know, every school has different condition in the ability and background of the students, so the teacher could not imitate the strategy that have been applied by other teacher in their class.

There are many experts stated about theory of strategies. The teacher can use some strategies to deliver the materials. They can't just use one strategy to deliver the material because every strategy has strengths and weakness. Sometimes the teachers combine some strategies in teaching English from some the theories

² Nashid Shirani, et. all. "Effective Teaching Method in Higher Education: Requirements and Barriers". (Iran: J Adv Med Educ), Vol 4, October 2016, p 175.

³ Surya Dharma, Strategi Pembelajaran dan Pemilihanya, (Jakarta :2008) p.8

which is depend on the materials and skills that will be learned. The teachers can arrange the activity in the class and decide the strategy that they will apply.

SMP AL Irsyad Surabaya is one of the schools that have different L1 background. Those are Indonesian and Arab as their L1 background, so it is become one point to the teacher in teaching English lesson. If the students have same L1 background the teacher can deliver the material by combination the L1. In the fact, there are mixed L1 backgrounds in a classroom. Those are Arabic and Indonesian, so when the teacher explained in *Bahasa* they not only learn about English but also they learn about Indonesian language. Sometime they are also confused to understand the meaning from the text of dictionary. They ask more explanation to the teacher. They do not only understand the meaning but also the action like when the teacher says "jumping" they are confused what is jump. The teachers or the other students explain using gesture than they understand⁴. According to Prema, students who have different ability or background can be called teaching in heterogenous classroom. The teacher can't teach based on the majority abilities student because every student has the same right to get knowledge. Therefore, before the teacher delivers the material, the teacher should be creative in choosing the strategy which is suitable for Arab and Indonesian students before teaching English⁵.

According to Kashif, the complicated thing in TEFL is choosing the strategy in language learning. The strategy in teaching and learning process that the teacher uses should be benefit from the different characteristic of the students. The teacher can not use one strategy in teaching, it will make the students bored and passive in the class. There are many strategies, the teachers use mixed some strategies in the language learning because actually there is no agreement about strategy that teacher apply in TEFL, it depends on the condition in the classroom. But before the teachers choose the

⁴ Chamot, Uhl Anna, *Methods foe Teaching Learning Strategies in The Foreign Language Classroom and Assessment of Language Skiils for Interaction*, (Washington Dc: Georgetown University press,1993) p 25

⁵ Negaratinam,et, al " Challenges in Teaching English to the Heterogeneous Class in Professional Courses", (India, 2016) www.languageinindia.com p.54

strategy the teacher can make a planning for what material that they will teach and how they deliver the material⁶. Nunan stated that choosing the perfect strategy in teaching is useless because there are many methods that the teacher applies in different situations and condition. To help the teacher deliver the material the teacher can include L1 in the process of teaching and learning, the teacher can follow the techniques from the strategy⁷.

Every strategy that the teacher applied in delivering the material will influence student's responses in the teaching and learning process in the classroom. Sometimes, some of the teacher just apply the strategy to deliver the material without knowing understanding of students because some of them just think how the material that the teacher has arranged for a year can be delivered on time. The teachers do not think they have understood what they have explained or not. Strategy is not only about the teacher techniques how deliver the material but also include media which the teacher used. Here, responses mean everything that the students do in the English teaching and learning process.

According to Linsey in Borich's book stated that there are verbal and nonverbal responses. There are some responses that the students show during English teaching and learning process in the classroom. Sometime some of the students will ask to the teacher when they have not understood the material but for the shy students when they have not understood the materials, they just keep silent. They are afraid to ask or speak up about what they have not understand. The responses from the student, can be used as reflection of the teacher about the strategies that the teacher apply in the class to deliver the materials. The teacher can analyse the response of the students to compare the strategy that suitable applied in the classroom. From that, the teachers can know the perspective of the students that those strategy are suitable to deliver materials or the teachers should change the other strategy.

⁶ Kashif Reza" Adapting Teaching Strategies to Arab Students Needs in an EFL Classroom ",(Qatar; Qatar University,2018) ,p 16.

⁷ Atta G and Emran C,"The use of L1 in English as Foreign Language Classes: Insight from Iraqi Tertiary Level Students ", Australia : Australia International Academic Centre PTY.LTD, 2017.p.55

In this research, the researcher wants to investigate the teachers' strategies in teaching English for the mixed L1 background English Foreign Language classroom (EFL) in SMP AL IRSYAD SURABAYA at eight grades. In this research, the researcher chosen one of the female class because not all of the classroom has different L-1 background. For the teachers, it is the first time they teach English to the students which have different L1 background those are Arabic and Indonesian in a classroom. The researcher takes this research because researcher wants to know the appropriate strategy that the teacher implements in TEFL for the Arab and Indonesian student in the teaching learning process until they can understand what they learn. Then research also wants to know the student's responses about the strategies toward the teacher's strategies in teaching English for mixed L-1 Background. After finishing this research, the researcher hopes the other teachers will know the appropriate strategies in teaching English at mixed L-1 background EFL Classroom.

B. Research Question

From the background above, the research can find the problem of teaching English to Arabian student. The research questions of this research are:

1. What strategies are used by the teachers in teaching English for mixed – L1 background at eighth grade of SMP Al Irsyad Surabaya?
2. What are the students' responses toward teachers' strategies in teaching English for mixed – L1 background at eighth grade of SMP Al Irsyad Surabaya?

C. Reserch Objectives

The objectives of the study are:

1. To find out the strategies that used by the teacher in teaching English for mixed – L1 background at eighth grade of SMP Al Irsyad Surabaya that can cover the student needs.
2. To investigate the students' responses toward the teachers' strategies in teaching English mixed – L1 background at eighth grade of SMP Al Irsyad Surabaya.

D. Significance of The Study

1. Theoretically

The findings of the research are expected to be able to enrich the literature on the teachers' strategy in teaching English in for mix L-1 Background English Foreign Language.

a. For student

Researcher hopes this research can motivate the students in learning English. Even they are different L1 background, they can help each other to understand and practice what they learn. Other hand they can contribute to give suggestion to the teacher about the strategies that the make the students enjoy and easier to understand the material.

b. For teacher

This research may help the teacher to know the best strategy in delivering the material to students which have different L1 based on their need. They can more prepare what they wants to explain and how they deliver. The teacher also can be able to share to other teachers about their experince in teaching English for mix L-1 background.

c. For further researcher

The further researchers, the results of this research give the information that is useful and beneficial for them in conducting the next research related the teacher's challenge during implement the strategy from Kindsvatter's theory.

E. Scope and Limitation

1. Scope of the study

The scope of this research is related teacher's strategies form Kindvatter theory and student's verbal responses from Kusumawati. Teachers strategies here is the way the teacher delivers the materials that can be easier to understand for the

students⁸. That is include of implementation, process, media and materials. For the student's response means student's action that is showed in the English and teaching process in the classroom during the teachers delivers the materials.

2. Limitation of the study

The researcher limited the study on the strategies that the teachers implement in teaching English at SMP Al Irsyad Surabaya period 2018-2019 because in the eighth grade of female class there are students who have different L1 background. The researcher wants to investigate the process how the teacher delivers the material using some strategies from Kindsvatter theory and the student verbal responses toward the teacher's strategies from Kusumawati theory.

F. Definition of Key Terms

In reporting the study, this research uses several terms that need to be clearly defined in order to avoid misunderstanding, misinterpretation, or ambiguity. The definitions of the terms in this study are as follows:

1. Teacher's strategy in English teaching and learning process.

Teacher strategy refers to everything that the teacher do in the process of teaching ang learning in the classroom⁹. English teachers should apply some strategies that which can help students to understand the materials easily. In this research, teacher's strategy is how the way the teachers deliver the material to the students that can be easier to understand the materials. There are four strategies that will be researched by the research from Kindsvatter theory. Those are: Problem based learning, cooperative learning strategy, active learning strategy and direct instruction strategy.

2. Mix L1 background in English foreign language classroom

The differences of L1 background in the class can be called heterogenous class. According to Ur heterogenous class

⁸ J.R. Raco, "Metode Penelitian Kualitatif" (Jakarta: Gramedia Widiasarana Indonesia,2010). p 109

⁹ Wandberg, *Teaching Health Education in Language Diverse Classrooms*.(USA: Jones & Barlett Learning, 2009),p 164

is the differences of learners in the class¹⁰. Here, Mix L1 background here means that there are two backgrounds of L1 in the classroom. First is L1 background from Indonesian students and second is L1 background from Arabian student. As we know that the first language of them is Arab language, it is the first time of the teacher in teaching English to the students who have different L1 background in a class.

3. Students Response

According to Suherdi students respons is students' action in the process of teaching and learning English in the classroom¹¹. It means during teaching and learning process the students give response to ask the material that they have understood or not. The response is not only about asking the question the material but also they are active to discuss with their friends or practice what they have learned. There are some responses that showed by the students but in this research, researcher investigate verbal response of the students.

¹⁰ Penny Ur, *A Course in Language Teaching*. (United Kingdom: Cambridge University Press, 2009).p 302

¹¹ Suherdi, *A Classroom Discourse Analysis*. (Bandung: Celticts Press, 2009)p.142

CHAPTER II REVIEW OF RELATED LITERATURE

There are two parts of this chapter. The first is about theoretical framework. In this part, the research tells about the theory that the researcher uses which include definition, steps of implementation the strategy, and example model of the strategy. The second part is about previous study. It explains the research that have been exist before this research.

A. Theoretical Framework

1. Teaching Strategy in teaching English for Different Background

According to Brown Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. Then strategy is as a remedy the teacher in making system area that happened to process teaching learning. According to Chamot “Strategies are often more powerful when they are used in appropriate combinations”. Kindsvatter said that there are some formal strategies that suitable to apply in teaching English for different L1 background because it can support effective teaching and learning process¹². Those are:

a. Problem Based Learning

Problem Based Learning is the strategy that is originally from study of medicine. This strategy asked the student to active and creative. In study of medicine PBL is one strategy that success to improve the student ability so, it was developed in education for twenty years ago. The purpose of Problem Based Learning is to make students understand in English material, and make students will more interest to study English. In addition, the students will be a good people that can have experienced, understanding, confidence that they have

¹² Kindsvatter, Richard, William Wilen and Margaret Ishler. *Dynamics of Effective Teaching.* (New York: Longman Publishers USA, 1996)p.196

found by them selves. This strategy is focused for active learning, better understanding and retention of knowledge. It also helps to develop life skills that are applicable to many skills that is important for student's future. When students take responsibility for their own learning, they become explorers capable of influenced their ability to solve real-life problems. In order to develop of communication, problem-solving, self-directed of learning skills, and also critical thinking. In otherwise, Problem-Based Learning is among others, aims to help students for developing critical thinking skills and Problem-solving skill.

There are five steps how to implements Problem Based Learning (PBL) strategies : *First*, is the process of discussing students on the problem. At this stage the teacher explains the learning objectives, explains logistics needed, motivating students to engage in activities solve problems, and solve problems. *Second* is organizing students. At this time the teacher divide students into groups, helping students associated and organized related stud assignments with problems.*Third* is At this time the teacher encourages students to gather information needed, carried out experiments and requested to get an explanation and problem solving *Fourth* develops and presents results. At this time the teacher helps students in preparation and preparation reports, documentation, or models, and help them share tasks. *Fifth* At this time the teacher helps students to reflect or evaluate the evaluation process and results what they have done¹³.

The example of model in implementing PBL:

The first activities carried out in this model is the explanation of learning objectives to be achieved by the teacher, then conveyed the necessary logistics related explanations, In this learning, students have to be able to analyze the problem and can explain.

Activity : Watching Movie

¹³ Esa P, *Understanding Problem – Based Learning*, (Finland: Tempere University Press ,2006)p 9-10

Materials :.....(based on the teacher)

The process of implementing problem based learning are :

- a) Teacher divide the students into some group
 - b) Teacher prepare some movies about some case
 - c) Teacher ask them to watch the movie that they can analyse some problems
 - d) Teacher ask them to discuss how to solve the problem
 - e) Then, teacher ask them to present their result in front of their friends
 - f) From those result, they can analyze and discuss with other group.
 - g) The last, the teacher evaluate together from the best result of problem solving.
- b. Cooperative Learning strategy

For several decades, cooperative learning has been applied in the world. Cooperative learning is one of the strategies that asked the student to be active. This strategy is used by the teacher because it can be used in small or large class¹⁴. in the cooperative learning, motivation from the teacher is also needed. The teacher can motivate to make students be better and fighter in teaching and learning process.

There are five procedure how to implement:

- a) Plan means the teacher decide the goals of the study and how to achieve the goal by giving assessment.
- b) Introduce. The teacher will communicate the goals to the student by giving the task or assessment. The teacher explains what the students do and what the teacher expect for the result

¹⁴ Alan Crawford, "Teaching AND Learning Strategies for The Thinking Classroom", (New York: The International Debate Education Association, 20015) p.48

- c) Monitor. The students start to work with their groups and the teacher will monitor and observe the students job while the teacher make note about the process of every group
- d) Assess. This is the way the teacher make judgment about the ability of the students. Teacher can give self or group assessment to them
- e) Process . Take time for reflect what the student did. Give suggestions to improve what they have not done to achieve the goal¹⁵ .

The example of model cooperative learning can be apply for junior high school. Teacher can apply by paired storytelling. This activities will help the student to practice their skill. The materials that suitable with this activity is narative or descriptive text.

The process of paired story telling :

- a) Before the teacher gives the material, the teacher can explain the topic that they will learn by giving brainstorming.
 - b) The teacher divides the teacher in pair.
 - c) The teacher asks the to read the story
 - d) While they are reading, teacher ask them to write phrase/ word that they read in a text.
 - e) Then, they can share what they have written to their partner after that they can retell what they have read by their own language. For those, every students can share each other what they have understood.
- c. Active Learning Strategy

Active Learning is one of the strategy that teacher used to make teaching and learning process more active. Active Learning strategy is not centered to the children but also the teacher. In this strategy teacher and students should be balance in the classroom. Active Learning

¹⁵ Geoffery B And et. al, *Teaching English as a Foreign Language*,(New York : Routledge Education Book,2003),p 46

strategy appears based on *child centered curriculum* from the curriculum theory. It is stated that the students should be active and dominant in teaching and learning process because every students can help each other to understand the materials. According to piaget there are some characteristic of the Active Learning Strategy :

- 1) For the students
 - a) Students should show their interest and need
 - b) Students should participate to learn the material before teaching and learning process
 - c) Students should be active and creative during the teaching and learning process¹⁶.
- 2) For the teacher
 - a) Encourage the students to be active in teaching and learning process
 - b) Teacher is not more dominant than students
 - c) Using some strategies based on the condition
 - d) Using multimedia¹⁷.

Examples of active learning strategies in a classroom for senior high school on some ways. Those are :

- a) Best choice debate : the teacher can give some topic to the students, then divide them into two groups consist of pro and contra. They an give their opinion include their reasons. For those, the teaher can develope critical thinking and speaking of the students.
- b) Brainstorming : it is one of the activity to build students cooperation with their friends in the classrom. Teacher can give them open ended question or asking their responses about the issues.
- c) Presentation : It is commonly use by the teacher to make the students more active

¹⁶ Muhammad Ali, "Guru dalam Proses Belajar ".(Jakarta: Sinar Baru Alegindo,1998).p 65

¹⁷ Muhammad Ali,.....p. 63

in the classroom. teacher divide the students into some groups to present about the material that they have learned. For other students can give question or opinion to the presenter. They can share the information each other about the materia but in the end of class, the teacher should give more understanding for what they have not understood.¹⁸

d. Direct Instruction Strategy

Direct instruction is one of the strategies that developed quickly. It was began in 1960s in university of illenois by Engelmann and colleagues, Carl Bereiter and Jean Osborn,. They stated learning language can be thought trough reading, writing, math, spelling, thinking and others. Direct Instructions is designed to measure the understanding of the students and the why they practice related the material that has been given to the students related the materials that they learned. Direct instruction is applied based on the student's needs. The teachers should be understood the background of the students because the teachers can't conclude that every student has the same ability to understand the materials whereas in fact, they have different background and abilities.

According to Engelman and Tarver there are four misunderstanding that happened from this strategy. Those are:

- a) Direct Instruction learn about introducing the word and text but do not increase interesting in reading book and understand the main idea of the text. Direct instruction tries to make the student interested on reading book what they like to read.
- b) Direct Instruction demand the teachers to teach reading texts. It is wrong because in direct instruction the teachers can't give the students script of the text before they give some explanation.

¹⁸ Robert Wandberg, “ *Teaching Health Education in Diverse Language classroom*”, (USA : Jones and Barlett Publisher,2009). P 180

- c) Direct Instruction prioritised memorizing than improve higher order thinking of the students¹⁹ but the fact, direct instruction applied by the teachers based on the curriculum that followed by the teachers.
- d) Direct Instruction give bad effect in establish student's personal. In the fact, direct instruction tries to make the teachers the background of the students before they teach so, the teachers will know how to build active teaching and learning.

According to McDonald dan Elias stated there are some steps in applying Direct Instruction that can be followed by the teachers.

- a) Start by reviewing the last materials before continue the next materials
- b) Try to give explanation the goals of the materials
- c) Try to stimulate the students by giving some questions related the materials
- d) The instruction of the teachers should be clear and detail.
- e) Build the students to be active.
- f) Give some questions to measure the understanding of the students.
- g) Ask them to practice from what they have learned.
- h) The teachers can give individual/ pair or group work and monitor them.
- i) Don't forget to give feedback and corrections²⁰.

Every strategy that the teachers applied in teaching and learning process has the strengths and weakness include Direct Instructions. Those are strengths and weakness of Direct Instructions.

¹⁹ William L Harvard, " An Introduction in Special Education " , (New York : Prentice Hall. 2000.) P 272-273

²⁰ Barrack Rosinshine , *Five Meanings of Direct Instruction* , (USA : The Center on Innovation & Improvement, 2008) p. 2-10

- 1) Strengths
 - a) Teachers can compare the lesson and student's abilities
 - b) Direct instructions can be use in big class in the limited time.
 - c) Direct instructions help the students to understand the materials by demonstration
 - 2) Weaknesses
 - a) From the four skills, listening and reading are more seen than others.
 - b) Because it can be used in a big class, so the teachers can't control the understanding all of the students.
 - c) Less practicing in speaking English.²¹
2. EFL Classroom in Teaching and Learning Process.

English as Foreign Language (EFL) is the language which is used by the people of other country or society. According to Patel and Jain, Foreign Language is the language where the secondary environment is not observed and the people of linguistically foreign societies use such language. Moreover Gebhard states that by EFL, English as studied by people who live in places where English is not the first language of the people²². English is international language that people use for many purposes not only for communication, business but also information, political and others. For Indonesia, English is a foreign language which is used as international and intercultural communication around the world. Learning English as foreign language means study four skills listening, speaking, reading, and writing. English is to be school subject and requirement that the students should be

²¹ Ilham S and Hendri W, "Menerapkan Hasil Belajar Siswa melalui Penerapan model Direct instructions ", Availabel online at: <http://ejournal.upi.edu/index.php/jpmanper/article/view/00000> , 01 Augustus 2016. P 49- 60.

²² Patel, M.F. Praveen M. Jain. *English Language Teaching Methods, Tools & Techniques*, (Jaipur: Sunrise Publishers & Distributors 2008).p.90

achieved so, the teacher tries to teach English effectively. They design or plan everything that can make them understand. They prepare the media and material whereas they invite the native speaker to make teaching and learning process maximum. English education program in the school actually we will be able to have a teacher as a guider of us to reach the good conception of that foreign language in our country. As a teacher many aspects in the language classroom activity such as teacher's competence in creating the good atmosphere in the class, teacher's pedagogy, teacher's teaching technique, teacher's teaching method, students' characters, students' acquiring knowledge capacity, all of them will come to us to enrich our capability in the form of teaching English skills²³.

3. Mix L1 background in English teaching and learning process.

There is substantial research that addresses the role of the first language in second language learning and instruction. Some studies point to the positive effect of the first language on the learning environment. Schweers found that first language use in the classroom creates a comfortable environment, and therefore an environment that enhances learning. In fact, in a study where teachers and students were interviewed about the use of the mother tongue in the classroom, most of the teachers reported the use of Spanish (mother tongue) in the classroom to build relationships with students. Students reported that they would like English used to explain difficult concepts, which would help them feel more comfortable and confident in the classroom. Furthermore, Burchinal, Fiel, López, Howees & Pianta demonstrated the importance of the use of the first language in the second language classroom. The study indicates that the language that teacher use in teaching can influence the process of learning

²³ Lussi Nur Hayati, et al, *TEFL Methodology* (Yogyakarta: Fak seni dan Bahasa, 2008).p 27

for the students. for those the teacher should pay attention in using the language teaching.²⁴

In this research, there are different first language in the classroom. According to Nagarathinam, the students who have different first language called as heterogenous classroom but here the teacher called as mix L1 background²⁵. Mix L1 background here means that there are two backgrounds of L1 in the class. the first is L1 background from Indonesian students and the second is L1 background from Arabian student. As we know that the first language of Arab students is Arab language so, it is the first time of the teacher in teaching English to the students who have different L1 background in a classroom.

4. Students Response toward teacher's strategies in English teaching and learning process.

Students responses is student's act or word that shown by the teachers during teaching and learning processes. Teaching and learning process is one of the activities that related each others both of the teacher and student. Every meeting of teaching and learning process, the teachers has materials that they will be taught to the students, The teacher will apply some strategies to make them understand the materials. In this case, the teacher will know the students whom have been understood the materials or not based on the students response. According to Suherdi students response is students action in the teaching and learning in the classroom weather they give

²⁴ Burchinal, M., Field, S., López, M. L., Howes, C., & Pianta, R..” Instruction in Spanish in pre-kindergarten classrooms and child outcomes for English language learners”. *Early Childhood Research Quarterly*, 27, 20017.p 188-197.

²⁵ Nagarathinam, et, al “ Challenges in Teaching English to the Heterogeneous Class in Professional Courses”, (India, 2016). 4 April 2016 p.54

question about materials, tell what they have been understood or not, or active to discuss what they have learned²⁶.

Hulse defined responses is physical action that shown by the students. The term of responses here is related with the students behaviour during English teaching and learning process in the classroom. Borich stated in his book that based on point of view of the teacher, there are two kinds of students responses , they are desired and undesired responses. While on the other hand Linsey et.al stated typically responses of the student divided into verbal and nonverbal responses²⁷. According to Akhtim responses is related with the communication because responses appeared from the communication between the teachers and students in teaching and learning processes²⁸. According to Krauss the word that the students expressed by orally or written and has the meanings is include the of verbal communication²⁹. Kusumawati divided verbal responses into two types. Those are:

a) Speaking and Writing of Verbal Response

Speaking in verbal communication can be called as vocal communication. The activities that include in vocal communication is answer the question from the teachers. Weather writing in verbal communication can be called as non-vocal communication and the example of writing is giving question in the paper.

²⁶ Judi Randi and Lyn Corno, " Teaching and Learner Variation", USA: The British Psychological Society,p.65

²⁷ Borich, Gary D, Effective Teaching Methods, Third Edition. New Jersey: Prentice Hall,1996. P.265-267

²⁸ Akhtim Wahyuni, " The Power of verbal and Non Verbal Communication in Learning ", Sidoarjo :UMSIDA, DOI: 10.2991/icigr-17.2018.19. 2018

²⁹ Andrew, et.al. Verbal Ability and Teacher Effectiveness, Journal of Teacher Education. 2005. P.2

b) Listening and Reading of Verbal Response

Listening and hearing are two words that have different meanings, listening includes four activities, those are: hearing, pay attention, understanding and remembering but for hearing just include one activity that is catching the voice. Reading is one of the activities to get some information from what has been written.³⁰

Nonverbal communication is the action and expression that has a message more than words. Nonverbal communication is often happened in the teaching and learning processes. White stated the object of nonverbal communication such as gesture, eye contact, posture, touch, vocal intonation, facial expression and distance³¹.

Table 2.1 The Activities of Verbal and Nonverbal responses.

Verbal Responses	Nonverbal Responses
a. Giving question b. Answering question c. Speaking up d. (Discussion) e. Chatting (Jokes)	a. Paying attention b. keeping silent c. walking in the class d. disturbing their friends e. doing exercise

In this research, the researchers did not explain verbal and nonverbal responses. The researcher took the verbal responses to answer the second question of the research. gathered the data related student's responses by

³⁰ Tri Indah Kusumawati, *Komunikasi Verbal Dan Nonverbal*. Jurnal Al-Irsyad Vol. VI, No. 2, Juli-Desember (Sumatera Utara: UIN Sumatera Utara, 2016), 145.

³¹ Andrew, et.al. P.4

interview four students. The researcher made some question related their responses related teacher's strategies.

B. Previous Study

There are some previous researches that related with this research. The first research is from Siti Farah and friends on the title "*The Influence of First Language Toward Students Achievments in Learning English*". On their research they stated that in teaching English, the teachers are commonly use mother tongue, first language and English in teaching English but Indonesian language are often used than English. For the fact, the target of teaching English is not maximum. Sometimes the students are confused to give the meaning and pronounce when they find a word that they have not heard. For those, it is a problem that often debated in Indonesia country . The result of teaching using full English in the class are very different with teaching using combination language. For those, it is a problem that often debated in Indonesia³².

The second research is from Khaira Maulid et.al "*Teacher's strategies in Teaching Speaking for Cadets*, they stated teacher's strategies is some ways that the teachers do to deliver the materials in teaching and learning processes. Strategies in teaching and learning process is very important because it will help the students to achieve the goals. For those, the teacher's strategies can be called as the factors of successes or failure in teaching and learning processes³³. Research conducted by Maha Alhaysony on the title "*Language Learning Strategies Use by Saudi EFL Students :The effect of Duration of English Language Study and Gender*. In this research he explained about language learning that the used by Arab student in TEFL. Language learning that usually they use to get the information, synthesize and recall. This research stated that language learning that the teacher can used in TEFL for arab learners is direct strategy and indirect strategy. In the result of this study is

³² Siti Sarah F and et.al,"The Influence of First Language Toward Students Achievments in Learning English". Aceh: Majelis pendidikan Banda Aceh, 2017.p.15

³³ Khaira Maulid et.al," Teachers Strategies in Teaching Speaking for Cadets", Aceh : English Education journal, 2019. P. 80-94

the students are low to apply those strategy. So, the ability of learning English is not maximum.

The third research from Kashif Reza *Adapting Teaching Strategies to Arab Students Needs in an EFL Classroom* In his research stated that the complicated thing in teaching is choosing the strategy that is benefit for the Arab students need. As we know that the linguistic of Arabic and English is different so they are often get difficulties in translating the meaning or making the sentences. Sometimes the teacher in Arab uses Arab language to explain the material when they teach English. the purpose of this is to make sure that they are understand the grammatical structure of English³⁴.

The fourth research is from Rajani Kanth Aluvalu et al about *Handling Classrooms with Students having Heterogeneous Learning Abilities*. They stated that classroom in educational institutions will have students with various ability, background, attitudes and personality. To be teachers who get the various class should be plan how the way they deliver the material that can be easy to understand. Here, the teacher can make any strategies to make them active and interact each other³⁵. In additional according to Nagarathinam on the jurnal *Challenges in Teaching English to the Heterogeneous Class in Professional Courses* stated that as the teacher, teaching heterogeneous classroom of the students is not easy because the teacher should be creative to think how they can make students active and understand the materials. The teachers can use many ways to deliver the material based on their need but the important one the teacher monitor their expansion students during teaching and learning process to achieve the purpose of teaching³⁶.

³⁴ Kashif Reza” *Adapting Teaching Strategies to Arab Students Needs in an EFL Classroom*”, Qatar; Qatar University ,2018.p.16

³⁵ RajaniKanth Aluvalu,et, al, “ *Handling Classrooms with Students having Heterogeneous Learning Abilities*”,(India, Dept of CSE, Vardhaman College of Engineering,2017) vol.03
rajnikanth.aluval@vardhaman.org. p.230

³⁶Nagarathinam,et, al “ *Challenges in Teaching English to the Heterogeneous Class in Professional Courses*”, (India, 2016)
www.languageinindia.com. ISSN 1930-2940 16:4 April 2016 p.54

On other research from Judi Randi And Lyn Carno about *Teaching and Learner Variation* stated that the strategies that the teacher apply to deliver the material, it will be influence students responses. The response of the student can show by giving and asking question, pay attention or disturbing their friends.

From those, there are similarities and differences for every research. The similarities of those research is about the strategy that teacher implemented in teaching English. Researcher gives differences with this research. For the first research, stated that the teacher can use L1 background in teaching English to help the students' understanding the material because they are easier to understand than using English but, on the other hand Adam Kholid argued that motivation is one of the strategies that can teacher give to make them interest and understand in learning English. He thinks, if the students motivate in learning English, they will get easier to understand the material and get good result. In the end Kashif make conclusion that the complicated thing in teaching is choosing the strategy. Those researches discussed about the strategy that the teacher applied in the class with the same L1 background of their country. But, in this research, the researcher discussed about the teacher strategy that the teacher applied in teaching English to the students who have different L1 background in a class based on K1.

CHAPTER III RESEARCH METHOD

In this chapter, the researcher discusses the about research method and design, location of the research, subject of the research, research procedure, data and source of the data and data collection technique and instrument.

A. Research Method and Design

In this research, the researcher used qualitative research. According to Cresswell, qualitative is applied to investigate a problem of certain phenomeon³⁷. The researcher wants to get rich and deep information from the problem from the subject. The main pupose of this research, the researcher wants to get the information about the strategy, the process , activities and student responses of teachers' strategies that the teacher applied in teaching English. The researcher focuss on describing and analyzing the activities that happened during teaching and learning English process in the classroom wheather from teacher or students.

This research could be included in descriptive study because the researcher described the data from by observing and identifying what strategy that the teacher use to deliver the material and how students responses. Researcher collected the data of the teacher 's strategies in teaching English for mixed – L1 background English foreign language classroom at eighth grade of SMP Al Irsyad Surabaya than produced the data in the written word.

B. Location of The Research

Location of the research is the area that has been used to invetigate the problem of the research. Here, this research conducted to analyze the teacher's strategy in teaching English which have different L1 background at eighth grade SMP Al Irsyad Surabaya. It located in Jl. Sultan Iskandar Muda No.46, Ujung, Semampir, Kota

³⁷ Creswell, J. W. *Research design: qualitative, quantitative, and mixed methods approaches 4th edition*. (California: SAGE Publications, Inc, 2014).p.41

SBY, Jawa Timur 60155. The writer chooses this school because getting the data of this research is easy.

C. Subject of The Research

The subject of the research is teacher and student who can share their experiences, involved in the events and available to interview without any pressure³⁸. The researchers did the research on 20-22 August 2019. In this research, the researcher used Purposive Sampling to get the data. Purposive Sampling means determining the sample based on certain criteria based on research objectives³⁹. For those, the subject is one teacher who teaches English and four students students at eighth grade of SMP Al irsyad Surabaya period 2019/2020. Both of them are two Arabian students and two Indonesian Students. In this school, the class divided based on the gender so, for eighth grade there are four classroom. two classes of female and two classes of male. The researcher did not investigate all of class but it took one class of female that have different L1 background. In this class there 16 students but seven of them are from Arab as the member of students exchange.

D. Research Procedure

The procedure of this research is the process to get data until show the result. Here the first step, researchers sit in at eighth grade who has a different L1 background in the class. Researcher observed the strategy that the teacher used to deliver the material. In this process, the observer brought observation checklist and checked the strategies that the teacher applied. The observer classified the teaching strategies that teacher used in class according to the theory of Kindvatter. The researcher also interviewed the students about their responses of teacher strategy in teaching English. After got the data, the researcher took conclusion about the teacher strategy.

³⁸ J.R. Raco, “Metode Penelitian Kualitatif“ (Jakarta: Gramedia Widiasarana Indonesia,2010). p 109

³⁹ Creswell, J. W. *Research design: qualitative, quantitative, and mixed methods approaches 4th edition*. (California: SAGE Publications, Inc, 2014).p. 170

E. Data and Source of The Data

There are two types of data that the researcher used in this research, those are :

- a. Primary data
This data, the teacher takes by doing observation and interview. Primary data are used to get the information about the activities in teaching and learning processes in the classroom.
- b. Secondary data
Secondary data is obtained from research journals, articles, books related to research. Researcher related the strategy that the teacher uses with the theory in the books or journals. The researcher wants to make sure about the strategy are right or not.

F. Data Collection Technique and Instrument.

According to Creswell, data collection technique of qualitative research could be got through observing the behavior, interviewing participants and analyzing the document⁴⁰. For those, the data collection technique of this researcher the researcher used two ways:

1. Observation
Ary et al defined the basic method in qualitative method is observation. The purpose of observation is to describe the setting, behaviours and interactions . This technique used to answer the research question number 1. Before the researcher observed the teacher, the researcher has prepared the teachers observation checklist as the instrument. The researcher adopted the instrument from the thesis of Tutut Purwatiningsih untitled *A Study on The Strategies of Native Speaker Teacher In Teaching English for English as Foreign Language Students at SMAN 1 Ngunut Tulung Agung* the In this section the

⁴⁰ Creswell, J. W. *Research design: qualitative, quantitative, and mixed methods approaches 4th edition*. (California: SAGE Publications, Inc, 2014).p.41

researcher joined the class for three meetings than observe and identify the activities that happened during teaching and learning English process in the classroom without asking. During observation section the researchers just sat behind the classroom and look at the teaching and learning process while check the observation sheet. Sometimes the teachers walked around to look the student's activities during group work. The researcher also asked to the teachers about some activities that happened in the classroom to make sure the data that the researcher got. (*See Appendix 1*)

2. Interview

Interview is used by the researcher to get deep information after the researcher observes the teaching. There are three kinds of interview but in this research the researcher used structure interview to know the opinion, feeling or experience during the teacher applied the strategy in teaching English process⁴¹. Here, the researcher prepared some question related to the teacher strategy that they apply in the class because it was structure interview so, the researcher could not give additional question if the researcher wants to get more information that happened in the class. In this interview the researcher adopted from Borich theory. In this interview there are three stages, those are plan and preparation, implementation and assessment or evaluation. The researcher interviewed four students that conclude two of student from Arab and two of students from Indonesian. The researchers did not interview all of them in one meeting but every meeting the researchers called one or two of them and gave them the question based on the interview guide. During the interview the participants have tried to answer according the condition that happened in the classroom. (*See Appendix 2*)

⁴¹ Ary, "Introduction to Research in Education", (USA: Wardsworth, 2010). P 468-469

Table 3.1 Figure of Research Design

Research Question	Data collection Technique	Data Instrument
RQ 1	Observation	Observation Checklist
RQ 2	Interview	Interview Guideline

G. Data Analysis Technique

Data analysis techniques are systematic process to interpret, illustrate, or evaluate the data. In this research, The researcher followed the procedure of analyse the data by Milles and Hurban which is called as *Interactive Analysis Model* that include of data collection, data reduction, data display and drawing conclusion. Those are:

1. Data Collection

In this step, the researcher collected the data from the observation and interview with the teacher and also the students who learned English that have different L1 background in EFL classroom at eighth grade. The researcher used the instrument to guide collecting the data.

2. Data Reduction

The next step is data reduction. It means that the researcher selected the data that are needed. In this research data reduction is from the observation in the class and the interview with the teacher and the students. Researcher divided the data that needed and un needed.

3. Data Display

In this research data display were consist of the information about teachers' strategies in teaching English for Mix L1 background EFL classroom and students responses toward the teachers strategies. In data display the researcher arranged the data systematically in order to get the finding of

this research. The researchers gave a colour code related the kinds of verbal responses. There were three colours was used by the researchers.

4. Drawing Conclusion

Drawing conclusion is the last step where the researcher summarized the discussion to make the conclusion of this research, after the data are displayed. In this research the researcher used drawing conclusion because the conclusion that have been taken by researcher will be change if the researcher found the support data of the data collection. There are two kinds of conclusions those are temporary conclusion and final conclusion. If the temporary conclusion has been valid and answer the research problem, the researcher can use it as final conclusion. In the other hand, if it has not been valid, the researcher should repeat the process starting from the displaying data in order to check whether the data displayed is in the line with the formulation of research problems or not⁴²

⁴²Huberman, Miles and B. Matthew , Michael A. *Qualitative Data Analysis.*(USA: Sage Publications 1994).1994.p.10

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter reports the result of this research about teacher's strategies in teaching English for mix L1 background English foreign language classrooms. It's consist of finding and discussion.

A. Research Findings

In this section, there are two parts. First the researchers explain the teacher strategies in teaching English for mix L1 background and the second is about the students' responses toward teacher strategies in teaching English for mixed L-1 background English foreign language classroom.

1. Teacher's strategies in teaching English for mix L1 background English foreign language classrooms.

There are many strategies in teaching English that that teacher can apply to deliver the material in the classroom and the teachers can choose the appropriate strategy for students. Teachers can take some strategies and combine those strategy to deliver the English materials. In this research, to know the teacher's strategies in teaching English for mix L-1

background the researcher observe teaching and learning process in the classroom for three times. (See Appendix 3)

a. First meeting

For the first meeting, the researcher did the observation at 20th August 2019. At the time the teacher explained the material about modal auxiliary (Can and Will). At the time, the teacher had 60' minutes to teach English at Eight grade SMP Al Irsyad Surabaya. During observed the teachers, the researcher has prepared the observation sheet to help for collecting the data. Here, some strategies that the teachers applied to deliver the material in the English teaching and learning process of the first meeting. Those were:

a) Cooperative Learning Strategy in Jigsaw

From the observation that has been done, it could be conclude that the teacher applied cooperative learning strategies in delivering the

English materials because there were some principles that the researcher found in English teaching and learning processes in the classroom. Those principles were: *First*, the teacher explained the material based on the curriculum from the government. From the observation on 20th Augustus, the researcher found that the teachers gave the English materials based on the basic competence of K-13. At the time the teacher reviewed the English materials about capability and willingness for 10 minutes. Even the teachers used text books as the reverence, the teachers still gave additional explanation from the other reverence likes website. *Second*, the teachers explained the material based on the text in text books. During the teachers reviewed the material, the researcher listened:

“ well, i have explained about capability and willingness, there are many expression that you can use to show about capability and willingness. You can see the dialogue on your book”.(The teacher)

Third, the teacher divided the students in to some group which has the different ability. The sitting arrangement in the classroom has been divided into some group that has different ability. *Fourth*, according to one of the students that i asked .

“ The teachers arranged the sitting arrangement based on our abilities. If we do not understand we ask to our friends.”(Students C)

Fourth, the teacher controlled and lead during the student did the exercise. The teacher controlled

the activities student groups work to make sure that every student was active doing the exercise together. *Fifth*, the teacher gave feedback to the students about their difficulties doing group work. During the students did the exercise, the teacher did not sit down in front of the classroom. She walked around in the classroom and controlled the students in group work. The teacher asked the students about their difficulties in doing the exercise. *Sixth*, The teachers asked them to present the result of their discussion and exercise in other group. The teachers did not ask them to all of the students present the presentation but the teachers just asked them to delegate the members for each group to present. *Seventh*, the teachers evaluated their activities in that meeting. In the end of the meeting, the teachers evaluated about what they have done on the meeting. The teacher gave clarify or additional explanation about the English materials.

b) Active Learning Strategy in Active Knowledge Sharing Activity

Active learning strategies also applied the teachers in the class in English teaching. In the while activities in teaching and learning processes, there were some activities that included as the characteristic of active learning strategies. At the time, the researcher observed that characteristic of active learning that teacher applied was the teachers just gave a little explanation about the English materials. The teachers just gave some explanation about the English materials that they asked them to looked for any information about the English materials from their friends or other reverence but on the other hand the teachers still gave the students time to ask the English materials that they have not understood. Based on the interview on 22 august the teachers asked the

students to write the question related the material that they have not understood.

“ When the time of teaching and learning processes is over, the teacher ask us to write the question about the material that we dont understand and it will be discussed on the next meeting “. (Student C)

Next activities, the teachers divided the students into some groups then asked them to discuss from the questions/ exercises. On the day, the researcher just found that the teachers have divided the students into some group based on the setting arrangement. The teachers gave them duties from the student’s questions related the material that they did not understand and the student should be done. Then, the teachers invited them to present their result of discussion and the last, the teachers evaluated from their result of the discussion.

c) Direct Instruction Strategy in Question and Answer

It could be concluded that in the English teaching and learning process for students who had different mix L-1 background, the teacher applied Direct Instruction strategy. Based on the observation, the researcher found the characteristics of Direct Instruction Strategy that teachers practiced. The *first*, the teachers started the lesson by reviewing the last materials. The teachers gave some questions related the materials and called some of students to answer the question. The students who got turned to answer the question should read the question loudly and the teacher corrected their pronunciation In this

activities, the teachers did not only know the students listening skill of the students but also the understanding of English materials that they learned. During corrected answer question, the teachers asked them to speak in English and the teachers corrected their pronunciations. *The second*, the teachers gave a little explanation what they would learn and the goals of the materials. The teachers also tried to stimulate the students to tell what they knew related to the new materials. From the observation, the teacher explained the English materials about expression of capability and willingness. The teachers tried to make them active by giving some question to make a dialogue in pairs with their friends who sit behind them based on the topic. During they did pair works the teachers monitor them while asking about the materials what they did not understand. In the end, the teachers gave feedback to them

b. Second Meeting

In the second observation of 22nd of August, the teacher did not give a new material because in this time, the teacher had 30 minutes to teach English. She evaluated the students from the previous study about “capability and willingness”. The researcher found that the teacher tried to improve the student’s reading and listening skills but she did not teach listening explicitly. There were some strategies that the teacher applied in the second observation.

a) Cooperative Learning Strategies in Group Investigation Go Around Activity

Cooperative learning strategies was found by the researcher on the second observation to improve listening and reading skill of the students. Here, the teacher did not ask the student to listen to the audio but, the teachers asked them to listen what the other student read. There were some stages that the teacher does in English teaching and learning processes. *First*, the teacher prepared some

exercises. The teacher used a coursebook as the media. *Second*, she divided them in pair. The teacher gave them some exercises in their coursebook and asked them work in pair to answer the exercises. While the students did the exercises, the teacher controlled and gave them feedback related the difficulties that they felt. *Third*, after the students finished their exercise the teachers ask them to correct together. Here, the teacher improved their reading and listening skills of the students because the teacher chosen of the students to read and answer the question. The teacher wanted to know how the students pronounced every word that they read. For the other students should listen and pay attention. If the answer was wrong, they could give correction but if they did not understand or feel confused the teacher gave additional explanation.

b) **Active Learning Strategies in Think Pair Share**

For the second strategies that the researcher found in second was active learning. There were activities that is shown as the characteristic of active learning strategies in English teaching and learning processes. At the time, the teacher gave them the exercises that should be done. The teacher divided them in pair then they could do exercises together related the material that they have learned. They could discuss with their partner to answers the exercise. For those, they could share and complete other to understand the materials. In the end of the meeting, the teacher evaluated them related what they have learned.

c. **Third meetings**

The third observation held on 27th, August 2019. The teachers give new materials about simple present tense. Before the researcher entered in the classroom, the teacher informed the researcher about the materials and the strategies that would be applied by the teacher.

a) Active Learning Strategy in Learning Grammar by Picture

Active Learning strategy was applied by the teachers because the teacher realized that some of the student got difficulties in understanding the grammatical structure especially for the Arab students. The activities that the researcher found were: *first*, the teacher gave little explanation about simple present. The teachers wrote the word of “Elephant “. Then, the teachers ask them to describes everything about elephant. The student who wanted to describe they could write on the board. Every student wrote one sentence. There were eight students who wrote on a board. The teacher invited them to correct their writing while gave explanation how to write verbal and nominal sentence in simple present. *Second*, the teacher divided them into some group. Every group got a picture. From the picture, they could describe using simple present sentence. The teacher gave the time more about 20 minutes. *Third*, after the students described their picture the teacher asked them to present their result of group discussion. The teachers also opened question answer section. The other group could give the question. In the end of the meeting the teacher gave conclusion the result of their presentation

b) Direct Instruction Strategy in Demonstration

As usual, direct instruction strategy in pre activities before continue in learning the new materials. The teachers stimulated the students to explain the last materials that they have been learned. The teacher has been said to the researchers related the material in the previous study. The teacher reviewed the last materials and explained what they would learn for that day. The teacher stimulated and entertained them. In this case, the teacher stimulates them by showing some picture. The student should make a sentence based on the

picture. During the students answer make a sentence, the teachers controlled them to know what they have understood and not. In the end of the meeting, the teacher gave them homework to describe their idol.

2. Students Responses toward Teacher's strategies in Teaching English for mixed L-1 Background EFL Classroom at SMP Al irsyad Surabaya.

The second research question in this research is about student's responses toward the teacher's strategies. Here, to answer the question, the researcher has interviewed four students that from Arab and Indonesian. The researcher has prepared the interview guide for the students that has had fifteen question. The result of interview finds the verbal responses that appeared were: (See Appendix 4)

a. Speaking and Writing Verbal Response

According their answers of interview, the researcher found verbal responses toward teacher's strategies in teaching English for mixed L-1 background EFL classroom at SMP Al irsyad Surabaya. is speaking and writing.

“ When i do not understand the English materials i will ask to the teachers or because the teachers always give us occasion to ask what makes me confused but, on the other hand the teachers often give us question about the material that we learned”. (Student A)

“ when i do not understand the English materials i will try to review by myself then i ask to my friends because i am shy person so, i often ask to my friend that ask to the teachers. Even the teachers always

give us occasion to ask and the teacher also often give us question about the English materials that we learn in the class” .(Student B)

“ Teachers always give us occasion to ask the material that we do not understand. Eventhough the times of teaching and learning English in the classroom is over, the teachers say we can keep our question and will be discussed for next meeting. The teachers will give explanation about the material that we do not understand but we sometimes ask to the friend before asking to the teachers. If our friends also do not understand the material , we will ask to the teachers.” (Student C)

“ Every teaching and learning processes is happened in the classroom, the teachers always give us occasion to ask the materials that we do not understand but, i indirectly ask to the teachers because i try to learn by myself and ask to my friends even in other hand the teachers always stimulate us to give the question or answer the question. (Students D)

Here, the activities of speaking that the students applied is giving question. In this case giving question about the English materials that they did not understand. They could directly give the question by spoken and written. Giving question was not only teachers to the students or students to teachers but also student to other

their friends. In result of that interview also found that sometimes the teachers asked the students to write the question related the materials that they did not understand. The question that they have written will be discussed on the next meeting.

“Sometimes i can answer the teachers question about the English materials that we learn and friends question about the English materials that they do not understand.” (Students A)

“I do not always answer the question from the teachers, because sometimes i feel confused or do not understand the material and i ever answer my friend question when my friend ask to me”. (Student B)

“I seldom answer the question from the teacher because I get difficulties in learning english weather the meaning or grammatical structure and for answer my friends question it is depend on the question. If i have understood i will answer, but if i do not understand i will tries to ask from the teacher”.(Students C)

“ i ever answer the question the teachers because sometimes the teachers give us question by calling the students name and ask them to answer those question. If the answer are uncorrect, other students get occasion to answer the questions”. (Students D)

The second activities of speaking that appear from the interview is answering the questions. Answer the

question is not only from the teachers but also the students. Sometimes the teachers can measure the understanding of the students about the English materials from how far the students can answer the question. In the fact it is supported by their answer that stated they will answer the question if they understand the English materials.

“Sometimes i try to answer the question from the teachers or friends and share my idea or opinion in English teaching and learning process or discussion. Sometimes i also try to practice by making dialogue”.
(Student A)

“I do not always answer teacher and friend questions because sometimes i am still confused or do not understand the material. I also seldom to practice in front of the class because i feel shy but i try to active in sharing my idea/ opinion, coment or others during group discussion”. (Student B)

“ During the discussion section, i take an active in discussion because i can share my idea with friends. in addition i can practice the material in the class that i have learned with my friend”.(Student C)

“ In the teaching and learning processes, i try to be active students in the classroom. I try to answer the question from the teacher or my friends, share the idea or give suggestion and comments.”
(Student D)

b. Listening and Reading of Verbal Response

In the last responses, the researchers take conclude that Some of them show other verbal responses by speak up weather in discussion time, question answer section and practicing in the classroom. Student B is less confident to speak up in English teaching and learning process. Even they try to active in group discussion but she still feels shy to share her opinion or giving question and answer in the classroom. They give responses about what their friend said whereas in the reading activities they listen from what their friend reads and gives correct pronunciation.

Actually some of them accept everything that the teachers do to deliver the materials during teaching and learning processes. The teachers explain the materials maximumly by explaining the materials using English and indonesian, calling the the students name, discussion and giving questions. Those strategies have helped the students to understand the materials. Even they hope that the teachers will ask them to study outdoor.

B. Discussion

The discussion will be presented in this part that is about toward the result of the research. The discussion is presented according to the findings that already explained by the researchers based on two research question so here the researcher will explain two discussion from the findings. The first discussion is about teacher's strategies in teaching English for mixed L-1 background EFL classroom and the second discussion is about students responses toward teacher's strategies in teaching English for mixed L-1 background EFL classroom at SMP Al Irsyad Surabaya. this part of discussion the researcher interprets and reflects between the findings, theories and previous studies that related with this research.

1. Teacher's strategies in Teaching English for mixed L-1 Background EFL Classroom at SMP Al irsyad Surabaya.

Based on the Findings of the research, the researcher noticed there are some strategy that the teachers apply in English teaching and learning process to deliver the material. Those strategies are:

a. Cooperative Learning Strategy

During English teaching and learning process the teachers applied Cooperative Learning strategies in delivering the English materials. The teacher starts English teaching and learning English materials by explain the English materials that they will be learned and the target that the students should be achieved. The teacher also tries to make the students active by discussion and practice the English materials what they are learned. As stated by Olgan that Cooperative Learning is learning model that trade on group activities to share the information each other about English materials what they are learned and understood .In Cooperative Learning , teacher is not the centered of teaching and learning so the students should develop their critical thinking and share the information about what they have understood. On the other hand, the teacher just monitors the processes of teaching and learning process while gives some explanation and evaluate the result of group discussions⁴³.

There are some characteristics of Cooperative Learning that can be applied by the teacher in English teaching and Learning processes. The finding from observation, the researcher finds some characteristic that the teacher applies in the classroom. *First*, before the teacher starts giving

⁴³ Nima Farzaneh and Dariush Nejadansari , *Students' Attitude towards Using Cooperative Learning for Teaching Reading Comprehension*, (Finland : ACADEMY PUBLISHER Manufactured), Vol . 04 no 02 ,2014, p 287-289

new English materials the teachers explain what they will learn on the meetings. The researcher finds that the teacher follows curriculum K-13 from the government in English teaching. The teacher gives the material based on basic competence of curriculum K-13. At the time the teacher has been explained the English materials about capability and willingness. The teacher also explains the English materials based in the text and dialogue for 15 minutes. Even the teacher uses a book as the reverence in English teaching and learning process. The teacher still gives additional material about willingness and capability from the others reverence.

Second, the teacher divides the students into some groups that have different ability and gives them exercise that they should be done with their groups. At the time the teacher has been arranged the students into some group that has different ability in the last meeting so, when the teacher enters to the class the teacher can directly continue to start their activity in English teaching and learning process. There are some groups in the classroom and every group has the different abilities. Then teachers give them same exercise that they should be done together. The exercise that teacher gives is from their text book. She gives 20 time in group work. The teacher hopes every member is active and contribute the opinion or idea to the exercise. In addition, because every group has the different members ability the student can ask to their friend about the English materials that they do not understand.

Third is the teacher controls the students during the group activities. Teachers is not always to be the agent of knowledge that always give more explanation of the English materials all the time and the student just listen to the teacher's explanation. In this era the students should be active to get

information related the English materials from many references because the teacher can be as controller and leaders. In this case the teacher can give exercise to the students than she comes to every group to control and lead them to do exercise. The teacher controls student's activities in groups work to make sure that every student is active do the exercise together.

Fourth, the teacher gives feedback and evaluate the activities of the meeting. During the students doing the exercise, the teacher does not sit down in front of the classroom. She walks around in the classroom and controls the students in group work. The teacher asks the students about their difficulties in doing the exercise. The teacher is also often said the student that they can ask to the students or teachers about the materials that they do not understand than the teachers will give additional explanation to them. After the students have done the group activities, the teacher asks them to present their result in front of the classroom. In the end of the meeting, the teacher evaluates about what they have done on the meeting. The teacher gives clarify or additional explanation about the materials. The purposes of evaluation here, to teacher and the students know the weaknesses and strengthness of the activities. The teachers also can evaluate the student's ability in the material that has been learned. Those findings supported with the previous study by Sri Puji Lestari. She stated that learning English needs a partner or group to practice what the students have learned. Cooperative Learning can help the teacher in learning English because using Cooperative Learning the students can communicate and interact with their friends using English language. The characteristic of Cooperative Learning is discussion activity to share the students

opinion and complete each other in understanding the materials⁴⁴.

b. Active Learning Strategy

In the English teaching and learning process that the researcher has observed, the researcher finds the teacher applies Active learning strategies to deliver the English materials. The theory of active learning itself is developed by the Piaget. As said by Piaget Active Learning strategy is combination of assimilation and accommodation. Assimilation here means the process of the students in apply the materials with the experience and their environment weather accommodation is the process of the students to think and responses toward the event or problem that happened⁴⁵. Active learning strategies include many various activities that involving the students to think and do about the English materials they are learning in the classroom.

Active learning has been applied by the teachers in English teaching and learning processes in the classroom. From the finding of the observation, we can know there are some characteristics of active learning strategies that has happened in the classroom weather from students and teachers. *The first* is Teacher just give a little explanation. In this era the students should be active in teaching and learning process. For the schools who follow K-13, they will apply that the English materials of teaching and learning is almost more than 50% will be gotten from the students themselves. The teachers will not give more explanation. In the observation session, the

⁴⁴ Sri Puji L, *Meningkatkan Prestasi Belajar Bahasa Inggris Melalui Pembelajaran Kooperatif Model TGT pada siswa Kelas IX SMP Negeri Pasir Penyau*, Riau, 2018 p. 1334-1343

⁴⁵ Padjono, "Active Learning: Theory Perspectives", (Yogyakarta : Jurnal Ilmu pendidikan), 2002, P. 166-167

researcher finds that the teachers still give more explanation whereas in K-13 students should get many information about the material from some references by themselves. On the other hands the researcher finds that the students from Arab are confused to understand the material even they have tried asking to their friends. Here, the teacher realizes that Arab students need to adapt English teaching and learning process in Indonesia so, the teacher tries to help Arab students by giving more explaining after that the teacher gives occasion time to share the knowledge Indonesian and Arab students. They can help each other to understand the material that they learned or they can share their experience that related the English materials.

The second, the teacher asks the students to write the question related the material that they have not understood. Not all of the students are confident to ask or tell the English materials that they do not understand in front of the classroom. They are sometimes unconfident because they are afraid that their friend will be laughed. During the observation the researcher does not find the activity that the teacher asks the student to write the question about the material that they do not understand but, on the interview on 22 August, the students said that the teachers sometimes ask them to write the question about the material that they do not understand then it will be discussed on the next meetings. She also said the teacher is seldom asks them to write the question that they do not understand because in every meeting the teacher gives them occasion to ask what they have not understood orally than written.

The third, actually in active learning the teacher divides the students into some group discussion. It is confirmed the previous study from Naveena Thotakura in her journal that group discussion developed the communicative skills of

the students because most of the members can contribute to share their opinion or idea that they have known. In group discussion every student can explore what they have known, not known, and want to know⁴⁶. On the day, the researcher finds that the teachers have divided the students into some group based on the setting arrangement. The teacher gives them some exercise and the student should be done. If they are confused with the question or exercise, they can ask to their friends.

The Fourth, the teacher asks them to present their result of discussion. Presentation is one of the activities that often apply by the teacher in the process of teaching and learning process because presentation can improve the student's ability and speaking skills of the students. presentation can be meaningful if the students take a role active to speak up and enjoy⁴⁷. In this case presentation is applied to the teacher to make the student active and share about some information or knowledge from the result of group discussion. The teacher hopes in presentation section the students from Arab and Indonesian can help each other to understand the English materials. Every presentation, the teacher gives question answer section about the English materials that they don't understand or giving an idea and opinion from what they discussed.

In the end, giving evaluation about the result of discussion. Evaluation about the English materials that they have learned is often happened in the last activities before the teacher close teaching

⁴⁶ Naveena Thotakura, *Effectiveness of Small Group Discussion over Traditional Lecture: A Cross Sectional Comparative Study*, (India : IOSR Journal of Research & Method in Education (IOSR-JRME), 2018, P 21-26.

⁴⁷ Gavin Brooks and John Wilson, *Using Oral Presentations to Improve Students' English Language Skills*, Japan : Kwansai Gakuin University, 2014, Vol 19 p 204-205.

and learning process. In the evaluation the teachers can give additional explanation and feedback of the presentation that have been done by the students. The result of the group discussion is different each other so in evaluate the students the teachers also can show the strengths and weakness of every group. From those, they can gather some information or knowledge from every group.

This findings confirmed the previous study from Mebratu and Bezabih that explain the result of implementing Active Learning Strategy in EFL is very effective to the student. They not only get knowledge from the teacher's explanation but also get the knowledge form their friends in group discussion. They share their experience and knowledge each other. Active learning strategy also minimize the teachers time to speak up more. Here, the teachers give chance to the student to explore their knowledge and stimulate them to be active and innovative in English teaching and learning by dividing the students into some groups to discuss the English materials what they learn⁴⁸.

This finding also confirmed the study by that stated Active Learning Strategies engaged the students to be active in the teaching and learning processes. Active Learning Strategy are designed the students to get the information from many reverences not only from the text books. The processes of English teaching and learning strategies using Active Learning Strategies is not only in the classroom but also out of the classroom. There are several ways that can apply in Active Learning as like pair work or group work related the

⁴⁸ Mulatu and Bezabih, *Perception and Practices of EFL Teachers in Implementing Active Learning in English Classes: The Case of Three Selected Secondary Schools in Dawrozone, SNNPRS*, (Ethiopia: Hawasa University), 2018.p 88-94

topic, games related the English materials, debate related the newest issue, role play and etc. Those activities try to stimulate the higher thinking of the students, work together with the team, and make the process of teaching and learning enjoyable.⁴⁹

From the previous study and finding, the teacher uses active leaning in English teachings. There are several ways that the teachers apply and some of the teacher's activities has similarities in English teaching and learning. The teachers apply Active Learning Strategies in group discussion. The purpose of group discussion here, the students can share some information or knowledge each other related the English materials that they learned.

c. Direct Instruction Strategies

There are four skills in English teaching and learning processes, those are speaking, listening, writing and reading. During the observation, the researchers find that the teachers apply Direct Instruction Strategies to improve the student skills. The teacher does not give the audio listening but the teachers ask the students to read the sentence of the exercise and the other students listen. If there is a wrong how to pronounce, they can correct together. According to Marlina and Hamid that Direct Instruction Strategies was designed to make the students to be selective what they learn and do during English teaching and learning processes. Using Direct Instruction Strategies, the teachers should give the materials step by step. Target language can be learned effectively by practicing the language. As said by Trianto that there are some activities in teaching and learning processes are related some principles of Direct Instructions

⁴⁹ Dr. Mowafaq Momani et al, *The Impact of Implementing Active Learning Strategies in Teaching English from The Perspective of Tabuk Educational Region Intermediate School Teachers*, (Saudi Arabia : Asian Journal Education), 2016, p 20-25

Strategies. Those activities can help the teacher to achieved the purpose of learning target language.⁵⁰

For the findings of the observations, the researcher finds that there are teachers activities related with the characteristic of Instruction Strategies. Listening is part of four skills in learning English. From the observation on 22 of August, the researcher finds that the teachers do not teaching reading and listening explicitly. The teacher asks the students to do exercise and they correct together. The students who gets turned to answer the question should read the question loudly and the others students listen to the correct answer. Here, the teachers also correct their pronunciation. If there is mistake the pronunciation the teachers do not directly give the correct one but the teachers ask the other student how to correct well. The teacher gives additional explanation related the materials. Sometimes the teachers also give oral question to make the students understanding for what they have been learned.

For the writing skill and speaking, the teacher often asks the students practicing to make the sentence related some vocabularies. After the teacher explains the materials about expression, the teacher asks them to make a dialogue in pairs with their friends who sit behind them based on the topic. They can practice speaking skills by dialogue in front of the classroom if their dialogue has been done. The researcher finds that the teacher gives them homework to describe their idol. The students are free to choose their idol. Because the topic is descriptive text, so the teacher asks them to describe

⁵⁰ Marlina and Hamid, " Peangaruh Pengajaran Langsung (Direct Instruction Strategies) terhadap Hasil belajar Siswa Kelas X MAN Peudada pada Materi Kebutuhan Manusia, JSEE - Vol. III, No. 1 April 2015

their idol in details. Their result will be discussed on the next meeting. In this strategy, the teacher hopes students are active to practice their target language no matter

Those findings supported by the study of Nadia and friends that Direct Instruction Strategies can be applied in teaching foreign language because the teachers should teach foreign language without any translation. Teaching foreign language does not always explain more but the teacher can teach through demonstration and actions. In this but also can be used for teaching four skills⁵¹.

Krashen hypothesis said we will get a language if we can accept the message from what the people said. From those Direct Instruction Strategies applied by the teacher because the main point of communication is the students understand the meanings. For the materials, in the Direct Instruction Strategies the teacher can use authentic materials, text book, audio visual, physical objects and etc, but for the techniques the teachers can applied through role play, dialogue conversation, reading comprehension game and etc.⁵²

From those previous studies, most of the result has similarity in technique using Direct Instruction. It also has similarity with the finding of observation that the teacher ask the students to fill in the blank and reading aloud. Reading aloud is one of

⁵¹ Nadia Batool et al, *The Direct Method : A Good Start to Teach Oral Language*, (Ghazi : European Centre for Research Training and Development UK), 2017 ,Vol.5, No.1, p.37-40.

⁵² Jessenia A. Matamoros et al, *English Language Teaching Approaches: A Comparison of the Grammar-translation, Audiolingual, Communicative, and Natural Approaches*, (Ecuador : ACADEMY PUBLICATION), 2017, p 966- 970.

techniques that learned the student in speaking and listening because a student read aloud the question answer of the exercise and the other students should listen and correct the pronunciation. On the other hand, the teachers also ask the student to fill in the blank. In this case the teachers want to improve their writing and reading students skill. From those, we can conclude tha Direct Instruction Strategiesis not for one skill but also it can be for four skills.

2. Students Responses toward Teacher's strategies in Teaching English for Mixed L-1 Background EFL Classroom at SMP Al irsyad Surabaya.

Students responses are student's actions in teaching and learning English process in the classroom. There are two kinds of student's responses, those are verbal and nonverbal responses. In this research, the researcher just will explain the verbal responses toward teacher's strategies in teaching English for Mix L-1 background⁵³. Kind of verbal processes are:

a. Speaking and Writing of verbal response

Based on the data in the research findings from the result of interview that can be seen on Appendix 2, the researcher finds that the first student responses toward teacher's strategies that the teacher has been applied in teaching English is giving question to the teacher. The findings of the interview said that A, B, and C student will ask to the teacher for what they have not understood related the materials. Most of them said that when they get difficulties to understand the materials, they will ask to their friend or the teachers. Giving question related the materials is not always asked to teachers. They can ask to their friends about the material that they do not understand. The teacher just stimulates them to give question related the materials because in the fact, no all of the students are confident to ask the teachers.

⁵³Borich, Gary D, *Effective Teaching Methods*, Third Edition. New Jersey: Prentice Hall,1996. P.265-267

Some of them who are shy to speak in front of the classroom, they prefer asking to their friend

In the active learning strategies, the teacher has asked them to write the question in their book related the material that they have not understood. The question will be discussed in the next meeting. The teacher chooses some student to read their question and the teacher gives opportunities the other students to answer the question. If there is no student can answer the questions the teacher gives more explanation to them.

These responds are happened in every strategy that the teacher has been applied during English teaching and learning in processes. They have different L1 background and they have different difficulties in understanding the materials. For the Arab students, they often get difficulties in understanding the meaning of the sentence but they still try to look for the meaning in the dictionary. If they are confused the meaning of the word, they ask to their friend then ask to the teacher. In the fact, they are easy to understand the meaning by using gesture. For the Indonesian students, they often get difficulties in grammatical structures and also the meaning. Some of them prefer ask to their friends about the materials that they do not understand. They try to review together with their friend before they ask to the teachers. Even the teachers always stimulate them to ask and giving questions.

As Kareema stated that teachers in EFL classroom should make the students participate in English teaching and learning processes. The purpose of students talk time is to encourage them with the target language. The teachers can give the students Talk Time(STT) to practice the target language. Student talk time is one of ways how the students interact with their friends of their teachers. Here, the students can make a conversation using their target language, ask the teachers ot their friends

related the materials that they do not understand, and etc.⁵⁴

One of the best ways to build the effective interaction in teaching and learning process is question and answer to the students. Here, teachers can give some questions related the material to know the responds of the students⁵⁵. Every strategy that the teachers applied to deliver the materials, the teachers always give some questions and choose some students to answer. The students who can answers the question will get a star or point as teacher's appreciation. It is confirmed the previous study by Yoesof and Abdullah in that questions answer techniques can be applied to build respond of the students during teaching and learning process. Through giving question to the students, the students can be encouraged to speak up and apply verbal responses in teaching and learning process. Every single word that the students say to answer the question can measure the understanding of the students⁵⁶.

Foe those, every strategy that the teachers applied to deliver the materials, the teachers always give some questions and choose some students to answer. The students who can answers the question will get a star or point as teacher's appreciation.

⁵⁴ Fauzul Kareema , *Increasing Students Talk Time In the ESL Classroom: An Investigation of Teacher Talk Time and Students talk Time*, South Eastern: University of Srilanka, <https://www.researchgate.net/publication/283353633> , August 2014.

⁵⁵ James Brown , " Teaching by Princple : An Interactive Approach to Language Pedagogy " , (New York : Prentice Hall Regents Logman)2001, p. 169

⁵⁶ Mona Yousef Al-Zahran and Abdullah Al-Bargi, *The Impact of Teacher Questioning on Creating Interaction in EFL: A Discourse Analysis* . Saudi Arabia : Canadian Center of Science and Education, Vol 10, May 2017, p 147

Question and answer technique are applied in teaching English to help the teacher to measure the purpose of teacher has been reached or not⁵⁷. From the result of interview, the researcher finds that the teachers are often give questions for the students. Sometimes, the teachers gives question during they explain the material or after the teacher give explanation to the material. From the interview with A and B students at 22/ 08, they say they ever answer the question from the teachers but from the C students said that she does not always answer the question from the teachers because sometimes she does not understand the meaning for what they learned but for B students, sometimes she feel lazy to answer the teachers question not because she does not understand the meaning but she feel lazy to answer or bored the way the teachers explain the material and give the question to the students.

b. Listen and Reading

In English teaching and learning process the teachers should give time for students to practice what they learned so, there is teacher talk time and students talk time⁵⁸. Teachers talk time is the time for giving the material like giving explanation or others. and students talk time is the time for students to practice or discuss to gathers with their friends. Here, the teachers can use discussion techniques and work in pair to make the students speak up for practicing their foreign language.

According to Nunan teaching and learning process can be called success if the teacher gives

⁵⁷ Sujariati et all," *English Teacher's Questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu*", Makassar ; English Language Education Graduate Program, State University of Makassar,2016. p 108

⁵⁸ Kareema, " Increasing Students Talk time in The ESL classroom: An Investigation of Teachers Talk Time and Student Talk Time,(Srilanka : South Eastern University of Sri Lanka) , 2014, p.2

more time to the students for practicing the material what they have been learned. The teachers are allowed to talk when they start new materials then the teachers should give the time for students ⁵⁹. From the research findings, the researcher finds that in SMP Al- Irsyad Surabaya the teachers try to make them practice their listening and reading skill by discussion and reading aloud. In reading aloud, the teachers can measure their reading skill weather they can read by correct pronounce or not. For the discussion, the teacher gives students talk time in English teaching and learning process. The students who are shy to speak in front of the classroom, they can ask the materials to their friends and they can share their opinion or idea to their friends in the group discussion. From the result of interview, we know most of them are active in the group discussion section that in teaching and learning processes because they feel comfortable to speak with their friends.

Those findings confirmed the journal from Fitrivani et.al. they stated in the discussion section, there are two skills that they can improve. The first skills are listen what the people said and the second skill is understand the meaning what the people said, delivered message, and the vocabulary that is choose in their sentence.

⁵⁹ Nunan, D. "Second Language Teaching and Learning" . (Boston :Heinle and Heinle Publisher), 1999, p.209

CHAPTER V CONCLUSION AND SUGGESTION

This chapter presents the conclusion of this study of teacher strategies and students' responses toward teacher strategies in teaching English for mixed – L1 background English foreign language classroom at eight grades of SMP Al Irsyad Surabaya. This chapters also present suggestions of this study for English and future researchers.

A. Conclusion

According to the finding and discussion about teacher's strategies in teaching English for mixed L-1 background EFL classroom, firstly the researcher can make conclusion that there are four strategies that the teachers applied in teaching English for mixed L-1 background EFL classroom, they were cooperative learning strategies, active learning strategie. The teachers combine those strategies in explaining the materials by the purpose it can make them easy to understand the materials. The strategies that the teacher used are :

a. Cooperative learning strategies.

It is applied to make the students cooperate each others because in this strategies the students are divided into some groups which has different abilities. Here, they can share and exchange their ideas. For the teachers in cooperative learning , they just controll and monitor every group during they do the exercises.

b. Active learning strategies.

In this strategies the student should be active in English teaching and learning processes because they should get any informations related the materials from any references. Question answer are established to stimulate their thinking.

c. Direct Instruction Strategy

It was designed to help the students selective from what they learn in the classroom. Direct Instruction is effective to practice listening skill.

The next findings is about students responses toward teacher's strategies in teaching English for mixed L-1 background EFL classroom. From result of studnets interview ,

the reserachers find that there are three verbal responses that happened toward teacher's strategies in teaching English and learning processes. There are two kinds of verbal responses and both of them are appear when the researcher has interviewed the students.

Actually , according to Kindsvatter there are some formal strategies that can be applied in English teaching and learning processe but in this research the researchers find four strategies. Those strategies are Active Learning Strategies, Cooperative Learning Strategies and Direct Instructions For the verbal responses is also there are four kinds but in the interview the researcher three of responses except chatting.

B. Suggestion

In the end of this result, the researchers the researchers give the suggestion for English teachers and future researchers :

1. For English Teachers

Teaching strategies is one of important thing in English teaching and learning processess. There are some strategies that can be applied by the teachers. They can combine some strategies to deliver the materials. It is depend on the condition of the classroom and students abilities. It will be better if teachers make a lesson plan before they teach in the classroom so, the teachers can think the materials that they will be learned, strategies and the activities. For those, it can make teaching and learning processes effective and run well. For the teachers who has different L-1 background, they can use gesture to explain the meaning of the word that they do not understand. The teachers also can ask them to bring the dictionary for increasing their vocabularies

2. For Future Researchers

For the future researcher , the researcher can conduct the study from different subject because this study just invetigate the teacher's strategies and the students responses so the fututure researchers can take the research related the challange in teaching English for mixed L-1 background or the challange in implementing the teaching strategies. The researchers hope it can give many information to th readers.

REFERENCES

- Ali, Muhammad ,*Guru dalam Proses Belajar*, Jakarta :Sinar Baru Alesgindo.1996.
- Ary, Donald. *Introduction to Research in Education*,USA:Wardsworth. 2010.
- Atta ,G and Emran, C.2017, "The use of L1 in English as Foreign Language Classes: Insight from Iraqi Tertiary Level Students", Australia International Academic Centre PTY.LTD:Australia. P. 55
- Batool Nadia,et al, 2017, "*The Direct Method; A Good Start to Teach Oral Language*",Ghazi: European Centre for Research Training and Development UK, ,p.37- 39
- Borich, Gary D, 1996, *Effective Teaching Methods*, Third Edition. New Jersey: Prentice Hall,, P.265-267
- Brooks Gavin and John Wilson, 2014 , *Using Oral Presentations to Improve Students' English Language Skills*, Japan : Kwansei Gakuin University, 2014, Vol 19 p 204-205.
- Brown, H. Douglas. 2001. *Teaching by Principle. An Interactive Approach to Teachin. Electronic Journal of Foreign Language Teaching*,. P.13-26.
- Burchinal, M., Field, S., López, M. L., Howes, C., & Pianta, R. 2012. "Instruction in Spanish in pre-kindergarten classrooms and child outcomes for English language learners". *Early Childhood Research Quarterly*. P.188-197
- Chamot, Uhl Anna. *Methods for Teaching Learning Strategies in The Foreign Laguage Classroom and Assessment of Languton age Skills for Interaction*.Washington Dc: Georgetown University.1993

- Crawford A,2015,” Teaching and Learning Strategies for The Thinking Classroom”, New York: *The International Debate Education Association*
- Creswell, J. W. *Research design: qualitative, quantitative, and mixed methods approaches 4th edition*. California: SAGE Publications, Inc.2014. p.32
- Dakowska Maria ,2005, *Teaching English as Foreign Language* ,Warsawa : Warsawa Univeristy.
- Esa P.,*Understanding Problem – Based Learning*. Findland: Tempere University Press. 2006
- Farzaneh Nima and Nejadansari Dariush , 2014, *Students’ Attitude towards Using Cooperative Learning for Teaching Reading Comprehension*, Finland : ACADEMY PUBLISHER Manufactured, Vol . 04 no 02 ,2014, p 287-289.
- Geoffery B et.al, 2003.*Teaching English as a Foreign Language*.New York : Routledge Education Bökk.2003.
- Grace Hui-chin Lin and Paul Shih-chieh Chien,2011. *An Introduction to Teaching English*, Germany: VDM Verlag Dr Muller.
- Hayati Lussi Nur ,et al, 2008, *TEFL Methodology* (Yogyakarta: Fak seni dan Bahasa).p 26
- Howat A. and Smith,” The History Of Teaching English as A Foreign Language from British and European Perspective”, *Language and History* , Vol 57 No 01, May 2014.
- Idham K,2017 ”*Motivasi Dalam Pembelajaran Bahasa Asing*”, e journal accessed on <https://ejournal.radenintan.ac.id/index.php/chENGDU> , .

- Jack C. Richards, et al, 2001, *Approaches and Methods in Language Teaching*, Cambridge: Cambridge University Press. p 24 -26.
- James Brown , 2001, “ Teaching by Principle : An Interactive Approach to Language Pedagogy “, New York : Prentice Hall Regents Logman, p. 169.
- Jessenia A. Matamoros et all, 2017, *English Language Teaching Approaches: A Comparison of the Grammar-translation, Audiolingual, Communicative, and Natural Approaches*, Ecuador : ACADEMY PUBLICATIO, p 966- 970.
- Kareema, 2014, *Increasing Students Talk time in The ESL classroom: An Investigation of Teachers Talk Time and Student Talk Time*, Srilanka : South Eastern University of Sri Lanka , p.2
- Kindsvatter, Richard, William Wilen and Margaret Ishler. 1996. *Dynamics of Effective Teaching*. New York: Longman Publishers USA.
- Miles, B. Matthew and Huberman, Michael A. “ Qualitative Data Analysis”. USA: Sage Publications. 2008.
- Momani Mowafaq et all, 2016, *The Impact of Implementig Active Learning Strategies in Teaching English from The Perspective of Tabuk Educational Region Intermediate School Teachers*, Saudi Arabia : Asian Journal Education , p 20-25 .
- Mona Yousef Al-Zahran and Abdullah Al-Bargi, 2017, *The Impact of Teacher Questioning on Creating Interaction in EFL: A Discourse Analysis* . Saudi Arabia : Canadian Center of Science and Education, Vol 10, p 147.

- Mulatu and Bezabih, 2018, *Perception and Practices of EFL Teachers in Implementing Active Learning in English Classes: The Case of Three Selected Secondary Schools in Dawrozone, SNNPRS, Ethiopia*: Hawasa University, p 88-94.
- Nagarathinam, et, al “ Challenges in Teaching English to the Heterogeneous Class in Professional Courses”, India, 4 April 2016
- Nunan, D. 1999, *Second Language Teaching and Learning* .Boston :Heinle and Heinle Publisher, p.209.
- Padjono, 2002, *Active Learning: Theory Perspectives*” ,Yogyakarta : Jurnal Ilmu pendidikan, P. 166-167.
- Patel, M.F. Praveen M. Jain. 2008” *English Language Teaching (Methods, Tools & Techniques)*”. (Jaipur: Sunrise Publishers & Distributors).
- Rajani Kanth Aluvalu, et, al, “ *Handling Classrooms with Students having Heterogeneous Learning Abilities*”,(India, Dept of CSE, Vardhaman College of Engineering. vol.03 ,rajanikanth.aluval@vardhama.org. 2017.
- Reza Kashif. 2018” *Adapting Teaching Strategies to Arab Students Needs in an EFL Classroom*.Qatar; Qatar University . p.156
- Richards, J.C. 1986. *Longman dictionary of applied linguistics*. New York: Cambridge University Press.
- Sarah Siti F and et.all. .“ *The Influence of First Language Toward Students Achievements in Learning English*”,(Aceh: Majelis pendidikan Banda Aceh).2017.

Shirani Nashid ,et.al. 2016”*Effective Teaching Method in Higher Education: Requirements and Barriers*”.(Iran :J Adv Med Educ).

Sujariati et all, 2016,*English Teacher’s Questioning Strategies in EFL Classroom at SMAN 1 Bontomarann* , Makassar ; English Language Education Graduate Program, State University of Makassar, p 108.

Thotakura Naveena, 2018, *Effectiveness of Small Group Discussion over Traditional Lecture: A Cross Sectional Comparative Study*, India : IOSR Journal of Research & Method in Education IOSR-JRME, P 21-26.

Wandberg. *Teaching Health Education in Language Diverse Classrooms” USA: Jones & Barlett Learning*. 200

