

UNDERGRADUATE THESIS

**ANALYSIS OF TEACHING STRATEGIES USED BY ENGLISH
TUTORS AT PROGRESS ENGLISH COURSE IN PONOROGO**



By

HANAN LUTFIANA INTORIQ

NIM 121711233113

**ENGLISH DEPARTMENT
FACULTY OF HUMANITIES
UNIVERSITAS AIRLANGGA
SURABAYA**

2022

**ANALYSIS OF TEACHING STRATEGIES USED BY ENGLISH
TUTORS AT PROGRESS ENGLISH COURSE IN PONOROGO**

UNDERGRADUATE THESIS

By

HANAN LUTFIANA INTORIQ

NIM 121711233113

**ENGLISH DEPARTMENT
FACULTY OF HUMANITIES
UNIVERSITAS AIRLANGGA
SURABAYA**

2022

**ANALYSIS OF TEACHING STRATEGIES USED BY ENGLISH
TUTORS AT PROGRESS ENGLISH COURSE IN PONOROGO**

UNDERGRADUATE THESIS

**Submitted in Partial Fulfillment of the Requirements for the Sarjana
Degree of English Department Faculty of Humanities Universitas
Airlangga**

By

HANAN LUTFIANA INTORIQ

NIM 121711233113

**ENGLISH DEPARTMENT
FACULTY OF HUMANITIES
UNIVERSITAS AIRLANGGA
SURABAYA**

2022

DECLARATION

I declare that this undergraduate thesis submitted in partial fulfillment of degree of Sarjana Humaniora (S.Hum) of the English Department Faculty of Humanities Universitas Airlangga is entirely my own work and has been solely the result of my own original research. Hereby, I confirm that:

1. This thesis not copied from other person's work (published or unpublished);
2. I do not use the services of any professional agencies to produce this thesis;
3. This work has not previously been submitted in whole or in part for degree or any other qualification either at Universitas Airlangga or elsewhere;
4. Any texts, tables, figures, data or other materials copied from other sources (including but not limited to, books, papers, and the internet) have been clearly acknowledged and referenced in the text. These details are also confirmed by a fuller reference at the end of the work.

I am fully aware that breaching any or all of the above points will result in the withdrawal of the awarded degree and disciplinary action in accordance with the regulations at Universitas Airlangga.

Surabaya, January 5th, 2022



Hanan Lutfiana Intoriq

NIM 121711233113

THIS THESIS IS DEDICATED TO:

***My family, my lecture, my friends who
always support me, and myself***

APPROVAL SHEETS

Title : Analysis of Teaching Strategies used by English Tutors at Progress English Course in Ponorogo

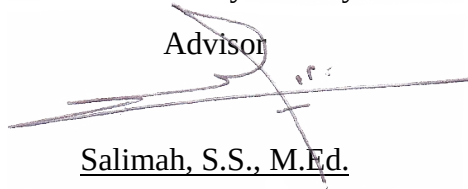
Name : Hanan Lutfiana Intoriq

Students' Number : 121711233113

Department : English Department

Approved to be submitted on date 15 January 2022 by:

Advisor

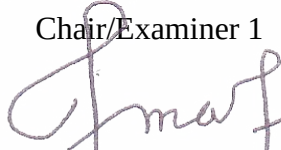


Salimah, S.S., M.Ed.

NIP. 197910062008122001

And has been examined and accepted by the Board of examiners: Ponorogo, 18 January 2022:

Chair/Examiner 1



Ema Faiza, S.S., M.Hum.

NIP. 197410142003122001

Examiner 2



Salimah, S.S., M.Ed.

NIP. 197910062008122001

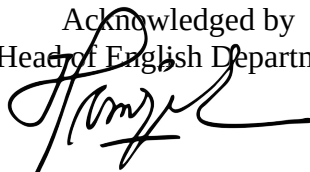
Examiner 3



Dr. Layli Hamida, S.S., M.Hum.

NIP. 197512162003122001

Acknowledged by
Head of English Department



Dr. Layli Hamida, S.S., M.Hum.

NIP. 197512162003122001

ACKNOWLEDGEMENTS

First and foremost, I would like to express my heartiest gratitude to Allah SWT the Almighty for providing me with the health and well-being necessary to complete this undergraduate thesis. This thesis has also benefited significantly from the support of numerous people, some of whom I would like to express my heartfelt gratitude to here.

To begin, I am indebted to Salimah, SS., M.Ed, for suggesting such an intriguing subject for investigation. As the advisor for the entirety of this semester's thesis work, she deserves special recognition for her consistently competent remarks and suggestions and special praise for her openness and friendly demeanor, which enabled her to convey everything with grace.

Then, I'd like to express my gratitude to Usma Nur Dian Rosyidah, S.S., M.A., who served as my academic advisor for four years during my college career. Not only was she able to provide helpful hints and advice, but she also assisted me in properly planning my study in order to complete it. Additionally, I am eternally grateful to all of the English Department faculty members who generously shared their expertise, sincere and valuable guidance, as well as encouragement throughout my studies.

Additionally, I would like to express my gratitude to the principal of Progress English Course Ponorogo for granting permission and allowing me to conduct the observation and Mrs. Emma for providing guidance and advice during the observation at Progress English Course Ponorogo. Additionally, I want to express my gratitude to my dearest friends, Noer Kurniati Kamal, Galuh Gita Cahyani, Fidyanita, Annisa Grahita, Natasya Regita, Mardha Hawa,

Devita Putri Hayu Nandani, Afif Aprilia Indriani, and Tiara Haryanti, who have been there for me throughout the writing process.

Finally, but most importantly in my heart, I owe my parents a debt of gratitude for their unwavering moral and financial support throughout my studies, the former being far more significant. The broad education that I received as a child has proven invaluable. I recognizes that this is far from perfect due to his or her limited knowledge and weaknesses. I hopes that this thesis will be beneficial to everyone who reads it, particularly students attempting to complete their studies.

Surabaya, January 5th 2022

Hanan Lutfiana Intoriq

***Que sera – sera, whatever will be, will be, the
future not ours to see, que sera – sera.***

– Doris Day

TABLE OF CONTENTS

Inside Cover Page	1
Inside Title Page.....	ii
Degree Requirement.....	iii
Declaration Page	iv
Dedication Page	v
Approval Sheet.....	vi
Acknowledgements	vii
Epigraph	ix
Table of Contents	x
Abstract	xii
Abstrak	xiii
CHAPTER I	1
INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	2
1.3 Objectives of the Study	4
1.4 Significance of the Study	5
1.5 Scope and Limitation.....	5
1.6 Definition of Key Term	5
CHAPTER II.....	6
LITERATURE REVIEW.....	6

2.1	Theoritical Framework	6
2.1.1	Teaching English as Foreign Language	6
2.1.2	Strategies in teaching English as foreign language	8
2.2	Review of Related Studies	18
CHAPTER III		22
METHOD OF THE STUDY		22
3.1	Research approach.....	22
3.2	Subject of the study	22
3.3	Tools for the observation.....	23
3.4	Data Collection.....	27
3.5	Data Analysis	27
CHAPTER IV		29
RESULT AND DISCUSSION		29
4.1	Result.....	29
4.2.	Discussion	30
4.2.1	Classroom stages.....	30
4.2.2.	Implementation of teaching strategies	30
CHAPTER V.....		45
CONCLUSION.....		45
5.1	Conclusion.....	45
5.2	Suggestion	45
References.....		48

ABSTRACT

The objective of this study are to find out the teaching strategies that are used by the tutors in Progress English Course Ponorogo in teaching English to the junior high school students and to discover the most frequently used strategy in teaching English to the junior high school students in Progress English Course. This research use qualitative approaches with case study research design. The participants of the study are focused on tutors at Progress English Course in Ponorogo, the data analysis with observation and interview. The result of this study shows five strategies that used in teaching English as foreign language for Junior high school student in Progress English Course Ponorogo and two frequently strategies purposed by Marzano, Pickering and Pollock (2001). The language teaching strategies found are 1) summarizing and note taking 2) homework and practice 3) cooperative learning 4) setting objective and providing feedback 5) Cues, questions, Organizers. There are found two frequently strategies which are 1) setting objective and providing feedback and 2) Cues, questions, organizers. Differences in teaching methods are influenced by the material and class being taught and the capacity of students to receive teaching.

Keyword: Strategies in teaching English, Teaching English as foreign language

ABSTRAK

Tujuan dari penelitian ini adalah Untuk mengetahui strategi pengajaran yang digunakan oleh tutor di Progress English Course di Ponorogo dalam mengajar Bahasa Inggris kepada siswa SMP dan untuk mengetahui strategi yang paling sering digunakan dalam pengajaran Bahasa Inggris yang sedang berlangsung di Progress English Course. Penelitian ini menggunakan pendekatan kualitatif dengan desain penelitian studi kasus. Partisipan penelitian ini berfokus kepada tutor yang mengajar di Kursus Bahasa Inggris Progress Ponorogo, analisis data dilakukan dengan observasi dan wawancara. Hasil penelitian ini menunjukkan lima strategi yang digunakan dalam pengajaran bahasa Inggris sebagai bahasa asing untuk siswa SMP di Kursus Bahasa Inggris Progress Ponorogo dan dua strategi yang sering digunakan oleh Marzano, Pickering dan Pollock (2001). Strategi pengajaran yang ditemukan adalah 1) summarizing and note taking 2) homework and practice 3) cooperative learning 4) setting objective and providing feedback 5) Cues, questions, Organizers. There are found two frequently strategies which are 1) setting objective and providing feedback and 2) Cues, questions, organizers. Perbedaan metode pengajaran dipengaruhi oleh materi dan kelas yang diajarkan serta kapasitas siswa untuk menerima pengajaran.

Kata Kunci: Strategies in teaching English, Teaching English as foreign language