

Investigating the English Teaching at Excellent Class at MTsN 2 Kota Kediri

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Abstract

The aim of this study is to know the implementation of teaching English at MTsN 2 Kota Kediri. The researcher used the descriptive qualitative method. The subjects of the research consisted of two English teachers who teach in 7 and 8 grades of excellent classes at MTsN 2 Kota Kediri. The data collection techniques used triangulation consisting of observation by using the observation sheets and field notes during the observation. The finding shows that there are several strategies that the teachers used at MTsN 2 Kota Kediri in teaching English including listening strategy, speaking strategy, reading strategy, and writing strategy. There are several media that the teachers used at MTsN 2 Kota Kediri, including visual media, audio media, audiovisual media, and multimedia.

Keywords: Implementation, teaching English

Introduction

Teaching English is not an easy. In the teaching process, the role of the teacher is very important as a motivator and facilitator. Therefore, English teachers are expected to be able to do two things at the same time, which are teaching English properly and making the teaching and learning process interesting. In the teaching English process, the teacher can use many different strategies. It is important to have a learning strategy. Harmer (2001) explained that strategy is an action selected by the teacher to get the objective of teaching and the learning process, and Brown (2004) that the right choice of teaching strategy makes the teaching English process easier to apply to various teaching methods and techniques.

The important thing in teaching English besides strategy is media. Media is a tool to convey something to others. Likewise in the field of education, the media is a very important tool that can assist teachers in conveying material easily. The researcher conducted research in MTsN 2 Kota Kediri. In this school there are two grade levels, which are the excellent class and the regular

class, with different teachers and different curricula when teaching English process. From there, the researcher is interested in investigating, observing, and finding how the implementation of teaching English, what strategies the teacher uses in teaching English, and what media the teacher uses in teaching English in seventh and eighth grades of excellent classes at MTsN 2 Kota Kediri.

Review of Literature

Implementation led to activities, actions, or the existence of a system mechanism, implementation is not just an activity that is planned and to achieve the objectives of the activity, this is in accordance with the explanation of Usman which cited from Inkiriwang et al (2019:15). There are several stages of implementation that are cited from Sintawati's thesis (2014:8), first, program development (such as Prota, Promes, lesson plan, etc.). Second, is the implementation of learning (the process of interaction between teachers and students and with the surrounding environment). The third is evaluation (a process that aims to determine the extent to which these activities have been achieved).

According to Stephanus (2013) in Rahmi (2014:181), discovery learning strategy stages in Indonesia, are divided into two steps, that are preparation and implementation. There are seven things that the teachers should do in preparation, and there are six phases of implementation steps, those are stimulation (giving stimulation), problem statement (statement/problem identification), data collection, data processing, verification (proof), and generalization (drawing conclusions).

Method

In this research, the researcher used the descriptive qualitative method because this research was focused on the specific phenomenon in the environment of the school. In this case, the phenomenon was the activities of the teaching English process in MTsN 2 Kota Kediri. In this research, the researcher only focused on two teachers. They are IR, and M as English teachers in 7 and 8 grades of excellent classes at MTsN 2 Kota Kediri. The researcher used observation and documentation for data collection, and observation sheets

and field a note for data instrument. This research used qualitative data analysis techniques, that are, data reduction, data display, and conclusion drawing/verification. The researcher decides that this research uses triangulation for validating the data, that is uses triangulation experts, where the experts will validate and correct the data.

Results and Discussions

The Implementation of Teaching English At MTsN 2 Kota Kediri

The data on the implementation of teaching English at MTsN 2 Kota Kediri was taken from observation. The whole transcript of the observation can be found in Appendix 1. Based on the observation, the media that the teacher used in the teaching process are two books, that are the English book from the Ministry of Education and Culture that is "When English Rings A Bell" and the other book "Bright An English". The duration of the teaching process was still on the effect of *corona disease* prevention rules, that is 60 minutes in each meeting. The researcher found the implementation of teaching English at MTsN 2 Kota Kediri, includes:

a. Planning

There were some activities implemented for teaching English at MTsN 2 Kota Kediri. The teachers had prepared the lesson plan before the learning process began. The researcher found the differences in lesson plans in each English teacher, which are:

1) Lesson Plans of Teacher 1

In the lesson plan features, the teacher who teaches in 7 grade of excellent class, wrote the name of the school, the subject, the class and semester, subject matter, duration of learning time, sub matter, learning objectives, learning steps, and assessment. The teacher use one paper lesson plan.

For the **learning steps**, the teacher explains each meeting in one paper lesson plan. There are the opening, the main activities, and the closing in every meeting. In the main activities, there are learning model, approach, project, description, and learning media, and also there are observing (literacy), questioning (critical thinking), experimenting (literacy activities and collaboration), associating (collaboration and critical

thinking), and the last communicating (critical communication and creativity). For the **learning model**, the teacher uses PBL (Problem Based Learning). For the **approach**, the teacher uses a scientific approach. For the learning media, the teacher uses some tools that are usually used in the learning process such as English books, videos, digital references, some resources from the internet, and modules.

For the *Descriptive Text* material, there are nine meetings, but the researcher only focuses the analysis on meeting sixth. In the learning process of the sixth meeting, in the project, the students are trained to play roles to describe people or animals to give the proud or praise. In the description, the teacher writes "We say the good things about our objects because we are proud of them or love them", this sentence has the same meaning but different word choices as the project.

In the observing (literacy), the students are given a stimulus to focus attention through a scientific approach (observing, questioning, experimenting, associating, and communicating). The teacher asks the students to observe and listen to the dialog that is read by the teacher, then the students read all the dialog together, and then the students imitate what the teacher said classically and alternately.

In the questioning (critical thinking), the teacher allows the students to identify the questions and it is answered through a learning activity about "We say good things about our objects because we are proud of them or love them", and giving the question about the observation result according to the problem that is faced of the students. In experimenting (literacy activities and collaboration), in groups, the students collect the information to support the answer to some questions which is submitted. Here, the teacher will make a group to listen and repeat the dialog/text after the teacher, sentence by sentence. Then, the students practice the role play collaboratively to help and give the correction to each other and the students also practice the role play about the message which is said by the character in the picture.

In the associating (collaboration and critical thinking), the students associate the data which is found with the collaboration, the students learn "We say good things about our objects because we are proud of them or

love them", then the teacher asks the students to discuss in a group, to take the summary. In communication (critical communication and creativity), the students get the answer to the problem that happens, then the teacher and the students give the conclusion about the points of the material that have studied.

For the *Song* material, there are two meetings in one paper lesson plan. In the learning process, in the description, the teacher writes "Study to get the meaning from a song". In observing (literacy), the students are given a stimulus to focus attention through a scientific approach (observing, questioning, experimenting, associating, and communicating). The teacher asks the students to observe and listen to the song that is played by the teacher, then the students read the lyric of the song, and then the students imitate the teacher classically.

In questioning (critical thinking), the teacher allows the students to identify the questions and it is answered through a learning activity about "Study to get the meaning from a song", and giving the question about the observation result, such as "The title of the song is", "Anybody knows what the song is about?", "What do we need to do to know the message of a song? This is what we are going to do."

In experimenting (literacy activities and collaboration), in groups, the students collect the information to support the answer to some questions which is submitted. Here, the teacher will make a group, then the students read the guiding sentences carefully and discuss to find the part of the lyric that contains the given messages, then every student handwrite the message and the sentences in their notebook, and then discuss the answer together. The teacher asks the students to listen and imitate the lyric which is said by the teacher.

In the associating (collaboration and critical thinking), the students associate the data which is found with the collaboration, the students learn "Study to get the meaning from a song", then the teacher asks the students to discuss in a group to take the summary. In communication (critical communication and creativity), the students get the answer to the problem that happens, then the teacher and the students give the conclusion about the points of the material that have studied.

2) Lesson Plans of Teacher 2

In the lesson plan features in 8-grade of excellent class. The teachers wrote the name of the school, the subject, the class and semester, subject matter, duration of learning time, learning objectives, KD, IPK, learning material, learning method, learning media, learning resources, learning steps, assessment, remedial learning, and, enrichment.

In the **learning material**, the teacher explains the material that will be studied by the students and gathered in the form of the fact (about the book that the teacher used and the sources), the concept (about social function, generic structure, language features, and the topic that is used as exercises for the students), the principle (about the principle aspect from the text which is related with the language feature of simple past tense), and the procedure (about arrange and create the text which is related with the language feature of simple past tense). In the learning method, the teacher uses the scientific method and CLT (Communicative Language Teaching). In the learning media and learning resources, the teacher uses some tools that are usually used in the learning process such as English books, a laptop, LCD, whiteboard, picture, marker, paper, and some resources from the internet.

For the learning steps, the teacher explains all meetings directly in one subtopic and only bordered by First Meeting, Second Meeting, etc. There are the opening, the learning process, and the closing in every meeting. For the *Simple Past Tense* material, there are four meetings, but the researcher only focuses on three meetings. In the learning process of the first meeting, the teacher asks the students to observe the differences between using simple present tense and simple past tense, then the students describe someone's activity in the past form and complete the blank sentence by using “tobe” in the past form, and then the teacher asks the student to look for the couple in the QnA activity, about past activities in the past form. All the activities are in the Bright An English book, from activity 1 to activity 4.

In the learning process of the second meeting, the teacher asks the students to study the function and the form of simple past tense, then listen to the pronunciation of the past verb and describe the activity which

does and does not orally, and then the teacher asks the student to look for the couple in the QnA activity, about the activity which did last week. All the activities are in the Bright An English book, from activity 5 to activity 7.

In the learning process of the third meeting, the teacher asks the students to study the form of irregular verbs, then identify the past verb and look for the meaning of that verb, and then the teacher asks the students to make an interrogative sentence in the form of simple past tense and complete the blank sentence. All the activities are in the Bright An English book, from activity 8 to activity 12.

While for the *Recount Text* material, there are seven meetings, but the researcher only focuses on three meetings. In the learning process of the first meeting, the teacher asks the students to read and identify the recount text, complete the blank sentence in the right word, and listen to the monolog record to complete the blank sentence. The students also study the function and language features of the recount text, and simple past tense, and then the students complete the blank dialog by using simple past tense and past continuous tense. All the activities are in the Bright An English book, from activity 1 to activity 5.

In the learning process of the second meeting, the teacher asks the students to combine the sentence by using the right conjunction, discuss the recount text then complete the blank sentence, correct the sentences in the activity 10, then compare the text with the proverb, and the last, the students read the text then answers the questions from that text. All the activities are in the Bright An English book, from activity 6 to activity 14.

In the learning process of the third meeting, the teacher asks the students to ask their friends about the activities that have done in the past, study conjunction, complete the blank sentence by using the right conjunction, and make recount text according to the situation that has given by the teacher. The students also read the comic, and look for the meaning of some words in activity 20, and the last, identify the generic structure of the comic. All the activities are in the Bright An English book, from activity 15 to activity 21.

For the **assessment**, there are assessments of knowledge (the learning grid of writing test) and assessment of skills (assessment rubric for reading and listening, speaking, and scoring guidelines).

b. Learning Process

1) Opening

In the learning process, the teachers gave greeting, praying together, and motivational words to develop students' enthusiasm for learning process. Usually, the teachers used this sentence "Good Morning everybody! How are you? Have you gotten breakfast? Did you sleep well last night? I hope you are always healthy, so you can study happily.", "Always keep spirit to raise your dream.". The teachers also checked the attendance list of the students, and connect the current material with previous material based on the students' experiences or real life.

2) Learning Process

In the learning process, the teacher had adjust the students' conditions and used learning material that was suitable and easy for students to learn. The teachers also had created interesting material to motivate students in learning the material. For example, the teachers asked the students to open their books according to the material which would be taught by the teacher. Then, the teachers gave the explanation and the example of the material in the real-life, or the students' experiences. This aimed to make it easier for students to understand the material.

In the learning process, the teachers who teach in 7 and 8 grades of excellent classes used discovery learning as their strategy in different materials. There were 2 materials in 7 grade, those were descriptive text and songs, and also there were 2 materials in 8 grade, it were simple past tense (past event) and recount text. It was shown by applying six phases of discovery learning steps, according to Stephanus (2013).

First, Stimulation (giving stimulation). In this step, the teachers gave short questions or examples about the material which would be taught, to find out the extent of students' knowledge. The question

could be about the definition of the material. For example in 7 grade in the *Descriptive Text* material, the teacher asked the students about the definition of descriptive text in English, "Do you know what is descriptive text?", then some students answer in Indonesian "describing some things". In this material, the researcher did not do the research in the first meeting. This also happens in the *Songs* material, the teacher asked the students "Do you know what is a song?" in English, and almost all the students answer "a song is a song" in Indonesian, then the teacher asked again "Do you know the purpose of a song?", some students answer "for healing, and fun", and some of them answer "for telling the feeling of the writer" in Indonesia.

For 8 grade in the *Past Tense (past event)* material, the teacher asked the students about the definition of the past tense "Do you know what is past tense?", almost all the students answered in Indonesia "an event that happens in the past". In this material, the researcher also did not do the research in the first meeting. For the *Recount Text* material, the teacher asked, "Do you know what is recount text?", only some students can answer it, and they answer in Indonesian "the stories that happen in the past".

Second, Problem Statement (statement/problem identification). In this step, the teachers gave some questions about the definition of the material, the purpose of the material, the generic structure or language features if it was about the text, the action verb which was used, etc. For example in 7 grade in the *Descriptive Text* material, the teacher asked "What is the definition of descriptive text?", then all the students answer togetherly in English "A text which describes people, animals or things. Then the teacher asked some questions again to check that the students had studied last night, "What is the generic structure of the text?" in English then translated it into Indonesian, all the students answer togetherly again in English "Identification and description". For the next question, the teacher asked "What are the language features of the descriptive text?", then some students answer "using simple present", and for another question, the teacher asked,

"What verb that is used in the descriptive text?" in Indonesian, then all the students answer togetherly "using V1". For *Songs* material, the teacher gave the students questions "What is the definition of a song?", then one of the students answered "combination of musical instrument and voice." in Indonesia, and the others still answer "a song is a song". Then the teacher asked about the meaning of the title of the song.

For 8 grade in the *Past Tense (past event)* material, the teacher asked the students "What kind of the time signal in the past tense?" and all the students answered together "yesterday, last night, last week, just now". Then "What is the auxiliary that is used in the past tense?" all students answer "did", next question was "What is the V2 of go, sleep, drink, bring, eat, watch, buy, etc?", and all the students answered together and spirit "went, slept, drank, brought, ate, watched, bought, etc". The teacher gave an example of the negative form, then asked the students about the reason "why the negative form used "did not"? and how if used "not, do not/does not?" is it correct or not?". For *Recount Text* material, the teacher asked the students to open the book on page 160 in Bright An English book, then gave the question "What is recount text?", some students answer in Indonesia "the text about retelling an event or experience in the past.", for next question, the teacher asked "What is the generic structure of recount text?" the students answered spiritly "orientation, events, and reorientation", and the next question "What are the language features of recount text?", only one student answer "using the past tense."

Third, Data Collection. In this step, The teachers provided opportunities for students to explore the material by giving some examples of the text or the sentences which would be identified by the students and asked the students to translate some sentences into English to check their understanding. For example in 7 grade in the *Descriptive Text* material, for the first research, the teacher asked the students to read the text under the title "Hero My Pet" together loudly. Then asked the students to identify the generic structure and translate the text, sentence by sentence. For the second research, the teacher

taught the pronunciation of the part of the body clearly, then the teacher asked the students to repeat after him. After that, the teacher helped the students to translate the meaning of the part of the body until the students memorize all. For checking their understanding and memorization, the teacher gave some questions by pointing his part of the body and the students answer them in English. For the *Songs* material, the teacher gave the students a paper to fill the blank of the song lyrics, then the teacher would play the song "Count On Me" three times.

For 8 grade in the *Past Tense (past event)* material, the teacher asked three students to come forward to make a sentence in positive form, then other students change into negative and interrogative forms, including the answer and the reasons. After that, the teacher and the students checked those sentences together. If there was a wrong sentence, they would correct and answer the correct sentence together. Then the teacher asked the students to translate it. For the *Recount Text* material, for the first research, the teacher gave ten minutes for the students to read and answer the text under the title "Visiting an Old Age Home" by themselves. Then asked the students to look for the generic structure, the V2 of the text. For the second research, the teacher asked the students to read the text "Eric Holland" on page 170, then looked for the generic structure, the V2 of the text, and the conjunction of the text.

Fourth, Data Processing. In this step, The teachers gave some exercises. It can be from their book or others. For 7 grade in the *Descriptive Text* material, in the first research, the teacher asked the students to answer the questions about "Your Favorite Animal" on page 123, and "Your Favorite Things" on page 141. For the second research, the teacher used a picture as their tool and asked the students to describe that picture. For *Songs* material, the teacher asked the students to translate the lyrics, then the teacher asked the students to do four questions in "When English Rings A Bell" book on page 182. The teacher used When English Rings A Bell book for "Count On Me" song, lyric paper sheet, and the speaker as media and tools.

For 8 grade in the *Past Tense (past event)* material, the teacher asked the students to make their own sentences in positive, negative, and interrogative form and applied a stick walking method with a marker and a speaker as tools. While for next meeting, the teacher asked the students to make their own sentence in the interrogative form including the answer and the reasons, and applied the role-play method. For *Recount Text* material, for the first meeting, the teacher asked the students to do the activity 2 (answering the questions by true or false) and 3 (fill the blank) in Bright An English book from pages 163. For the second meeting, the teacher asked the students to do the activity 20 (looking for the meaning of sixteen words) and 21 (answering three questions from the text on activity 19) in Bright An English book from pages 173 until 175.

Fifth, Verification (proof). In this step, the teachers checked what have done by the students together and gave a gift and point plus for someone who got the best score.

Sixth, Generalization (drawing conclusions). In this step, the teachers asked the students to make conclusions about what we had studied together.

3) Closing

At the end of the lessons, the teachers sometimes asked the students to bring a thing for the next meeting or gave homework to the students. The teachers also gave praise to the students because they had activated in the class and they paid attention well. Then, the teacher asked the students to pray together and greet.

c. Evaluation

Evaluation is part of the learning process that cannot be separated from teaching activities. Evaluation is a process to determine the level of success that students have achieved regarding the materials that have been delivered. Evaluation can encourage students to be more active in learning continuously and also encourage teachers to further improve the quality of the learning process. The teachers at MT'sN 2 Kota Kediri gave the students' assignments through KI 3 and KI 4. It means that the teachers

gave the assignments of students' knowledge (KI 3) and students' skills (KI 4).

Both the teachers give the evaluation by giving the assignment at the end of the materials, and the assignment will be collected in the next meeting or next week. For 7 grade in the Descriptive Text material, the teacher asked the students to memorize their own text of description from the family photo's that they were brought before. For Songs material, the teacher asked the students to look for the lyrics of "mother how are you today" and then translate it.

For 8 grade in the Past Tense (past event) material, the teacher did not ask any assignment, because the assignment would be gathered with recount text assignment. While, for Recount Text material, the teacher asked the students to make their own stories of their holidays and then analyze the generic structure and the language features (V2 to V1, and conjunction).

Based on the data that the researcher has collected, this research focuses on how the implementation of teaching English at MTsN 2 Kota Kediri. This research aims to know the implementation, the teaching strategies, and the media that the teacher used in teaching English at MTsN 2 Kota Kediri. The researcher observed two English teachers who teach excellent classes. Related to how did the implementation of teaching English at MTsN 2 Kota Kediri, subjects shared their personal experiences with invited the researcher to join the learning process in the class.

So the researcher can get the data about the learning process conducted by the teachers directly. During learning activities, both English teachers had applied implementation theory, according to Sintawati (2014:8), those are program development/planning (such as prota, promes, lesson plan, etc), the implementation of learning/learning process (the process of interaction between teachers and students and with the surrounding environment), and the evaluation (a process that aims to determine the extent to which these activities have been achieved). There are differences in the implementation of learning activities from both teachers, which are in the planning and learning process.

In planning, the 7th-grade teacher write in his lesson plan that he used the PBL (Problem Based Learning) strategy, and the 8th-grade teacher write in his lesson plan that he used the CLT (Communicative Language Teaching) strategy. While in the real learning process, both teachers used DL (Discovery Learning) strategy. The similarities both teachers similarly implemented six steps of Discovery Learning according to Stephanus (2013), those are stimulation (giving stimulation), problem statement (statement/problem identification), data collection, data processing, verification (proof), and generalization (drawing conclusions) in the learning process. In evaluation, the teachers at MTsN 2 Kota Kediri provided assignments through KI 3 and KI 4 to the students. Both the teachers did not give the evaluation (daily test), because one of them said that doing the assignment is enough for the students, and the other was because the time was too closer to the final exam. So the teacher only gave assignments at the end of the materials.

In the first previous study by Milda Sari Hadi, Aryuliva Adnan, and Delvi Wahyuni (2016), the differences between this study and the first previous study are this study the researcher collected the data only using observation, while in the third previous study the researcher collected the data only using a questionnaire. The discussions of the first previous study are the listening strategies and the strategies used by the students with higher test scores (successful listeners) and with the lower test scores (unsuccessful listeners) in the English department at UNP. While this study focuses on the strategy that the teachers used when teaching listening at the Junior High School level. Listening is an active process that aims to understand what the listener hears (Nunan, 2003:24). Nunan also said that listening is the process of connecting the information they hear with other information they already know, making it easier for listeners to understand what they hear. Language learning listening is the main component, because when in class, students will listen more often than reading, writing, or speaking (Brown, 2001: 247). There are three main types of listening strategies (O'Malley and Chamot (1990) Mutia (2020)).

Based on the theory, there are several strategies that the teacher used in teaching listening at MTsN 2 Kota Kediri, including cognitive strategies and social strategies. In listening strategy using cognitive strategies, this strategy was applied in 7 grade in the song material. In cognitive strategies (bottom-up

strategy), the teacher asked the students to fill the blank of the "Count On Me" lyrics with the song was played in speaker active, while In cognitive strategies (top-down strategy), the teacher asked the students to translate and understand the meaning of the lyrics, sentence by sentence. In the listening strategy using social strategies, this strategy was applied in 7 and 8 grades in descriptive text and recount text. The teacher asked the students to read and translate it together, then the teacher asked the students to answer the questions below the text to check how far they understand the text.

In the second previous study by Razi, Aswani Muslem, and Dohra Fitriasia (2021), the similarity of the second previous study with this study is the same discussion about the strategy that teachers used when teaching speaking skills in junior high school. The difference between this study and the second previous study is this study the researcher collected the data only using observation, while in the second previous study the researcher collected the data using observation and interview. Speaking is an interaction between two or more people with the production, acceptance, and sharing of information orally (Brown, 2004:142). Speaking is one of the most difficult skills language learners have to face (Bueno et al. (2006:231) in Fals (2018)). To overcome students' difficulties in speaking skills, teachers need some appropriate strategies or methods in the learning process (Razi, 2021).

Based on the theory, there are several strategies that the teacher used in teaching speaking at MTsN 2 Kota Kediri, including role play, drilling, and picture describing. In speaking strategy using role-play, this strategy was applied in 8 grade in the past tense material. The teacher asked the students to look for a couple to make their own sentences in the interrogative form including the answer and the reasons. In the speaking strategy using drilling, both the teachers asked the students to imitate the words or the sentences of the text that had been said by the teachers to check their pronunciation. In the speaking strategy using picture describing, this strategy was applied in 7 grade in the descriptive text material. The teacher asked the students to bring a picture, then describe it.

In the third previous study by Nurmadia Sarjan and Mardiana (2017), the differences between this study and the third previous study are this study the researcher collected the data only using observation, while in the third previous

study the researcher collected the data using observation and interview, and the discussion. The discussions of the third previous study are the English teacher's strategy and the implementation of the English teacher's strategy in teaching reading comprehension in the second grade of junior high school. While this study focuses on the strategy that the teachers used when teaching reading. Teachers must have appropriate learning methods when teaching reading to achieve the specific goals of reading (Brown, 2004). There are three aspects that the teacher should focus on in teaching reading, that are, how to provide the text, how to expand the lesson using it, and how to implement it. There are some strategies for teaching reading comprehension (Vacca & Vacca, 1999:53).

Based on the theory, there are several strategies that the teacher used in teaching reading at MTsN 2 Kota Kediri, including scaffolding, reciprocal teaching, and SQ3R. In reading strategy using scaffolding, this strategy was applied in 7 grade in the song material in "When English Rings A Bell" book on page 182, that is, look for similarities in the meaning of the sentence with the lyrics of the song "Count On Me". The teacher explained to the students about question number 1, then helped the students to answer question number 2, so that, the students understood better and continues to do the next number. In reading strategy using reciprocal teaching, this strategy was applied in 7 grade in the song and descriptive text material and 8 grade in recount text material. For song material, the teacher and the students found the meaning of the lyrics, sentence by sentence, then took the summarization of the lyrics to know what the song talks about. For the descriptive text and recount text material, the teacher asked the students to read the text and feel free to ask if there was a vocabulary that did not know the meaning. Then determining the generic structure and language features of the text. In the reading strategy using SQ3R, this strategy was applied in 7 and 8 grades in the descriptive text and recount text material. Both the teachers asked the students to read the text together, then translate it sentence by sentence, starting from the title until the end of the text, and then answer the question below the text by writing it down in their book.

In the fourth previous study by Jurianto, Salimah, and Deny A. Kwary (2015), the similarity of the fourth previous study with this study is the same discussion about the strategy that teachers used when teaching writing. The

difference between this study and the fourth previous study is this study the researcher collected the data only using observation, while in the fourth previous study the researcher collected the data using observation and interview, and this study the researcher only observed two English teachers, while in the fourth previous study the researcher observed five English teachers. Writing is the most difficult skill for students to master (Richard and Renanda, 2002:303). There are two reasons why students need to master this skill. First, writing is an effective means of communication. Second, academic writing emphasizes accuracy and better formal language used by students to reach their informational level (Riddell, 2003: 130). There are eleven strategies in writing, but only eight are frequently used (Graham and Perin, 2007).

Based on the theory, there are several strategies that the teacher used in teaching writing at MTsN 2 Kota Kediri, including summarization and a study of models. In writing strategy using summarization, this strategy was applied in 7 grade in the song material. The teacher asked the students to answer four questions about looking for the main idea of the lyrics "count on me". In writing strategy using a study of models, this strategy was applied by both the teachers in the recount text and descriptive text material. The teacher asked the students to read and analyze the text about the generic structure and the language feature, then asked the students to make the text based on what had been learned.

In the last previous study by Wirawan Fajar (2020), the similarities of the last previous study with this study are the same discussion about the media that teachers used when teaching English in junior high school and both the study collected the data using observation. One of the tools that help teachers in conveying material easily to students is the media as explained by Pitriana (2012) in Pratama et al (2017:2), and also as explained by Munadi (2013:3) in Wirawan (2020:91) that teachers need teaching media to facilitate the implementation of learning and to convey material to make it easier to understand, either in the form of print media or electronic media. There are several types of media (Wirawan, 2020:91).

Based on the theory, there are several media that the teachers used at MTsN 2 Kota Kediri, including visual media, audio media, audiovisual media, and multimedia. In visual media, the teacher used two books, which are the English book from the Ministry of Education and Culture that is "When

English Rings A Bell" and the other book "Bright An English". The teacher also used pictures to support descriptive text material, and lyrics paper as a tool to support song material. In audio media, the teacher used speaker active and Handphone to support the song in song material and simple past tense material when applying the stick walking method. In audiovisual, the teacher used youtube to support the song. In multimedia, the teacher used Handphone and the internet to support the material.

Conclusion

Based on the result of the research, in MTsN 2 Kota Kediri the researcher found the implementation of teaching English includes planning, learning process, and evaluation. The English teachers in the 7 and 8 grades of excellent classes at MTsN 2 Kota Kediri used four learning media, the media were visual media, audio media, audiovisual media, and multimedia. First, in visual media, the teacher used two books, which are the English book from the Ministry of Education and Culture that is "When English Rings A Bell" and the other book "Bright An English" as the main media that usually the teachers used. The teacher also used pictures as a tool to support descriptive text material and lyrics paper as a tool to support song material. Second, in audio media, the teacher used speaker active and Handphone to support song material and simple past tense material when applying the stick walking method. Third, in audiovisual, the teacher used YouTube to support song material, and the last in multimedia, the teacher used Handphone and the internet to support song material.

For the teachers' strategy, there are several strategies that the English teachers at MTsN 2 Kota Kediri used in the implementation of teaching English, including listening strategy, speaking strategy, reading strategy, and writing strategy. In listening strategies, the teacher used cognitive strategies and social strategies. In speaking strategies, the teacher used role play, drilling, and picture describing. In reading strategies, the teachers used scaffolding, reciprocal teaching, and SQ3R. In writing strategies, the teacher used summarization and a study of models.

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