

**ENGLISH TEACHER'S STRATEGY IN TEACHING INTEGRATED
SKILLS AT 7th GRADE OF SMPN 1 KOTA BENGKULU**

THESIS

*Submitted in Partial Fullfillment as One of the Requirements for Under
Graduate Program in English Education the Strata One (S1 Degree)*



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I, declare that the thesis with the title “English Teacher’s Strategy in Teaching Integrated Skills at 7th Grade of SMPN 1 Kota Bengkulu” is my own original work. It has not been copied or duplicated from any other thesis or work that has been previously published or used to obtain a degree at Universitas Islam Negeri Imam Bonjol Padang, or any other institution of higher education. Any information from outside sources has been properly cited. I understand that if this thesis is found to be plagiarized or not original, I am willing to have my degree revoked.

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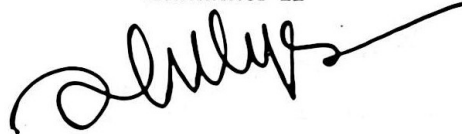
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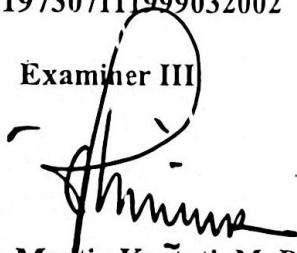
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Skripsi berjudul “English Teacher’s Strategy in Teaching Integrated Skills at 7th Grade of SMPN 1 Kota Bengkulu” yang ditulis oleh Hajar Azzah Afiah, Nomor Induk Mahasiswa: 2114050002 telah diuji oleh Tim Penguji di Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri (UIN) Imam Bonjol Padang pada tanggal 14 Februari 2025. Dengan demikian, skripsi ini telah diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Program Strata Satu (S1) pada program Studi Tadris Bahasa Inggris.

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ABSTRACT

Hajar Azzah Afiah, 2025, *English Teacher's Strategy in Teaching Integrated Skills at 7th Grade of SMPN 1 Kota Bengkulu*. Thesis. Faculty of Tarbiyah and Teacher Training. Islamic State University Imam Bonjol Padang. Supervisors (1) Prof. Dr. Martin Kustati, M. Pd. (2) Chanti Diananseri, M. Pd.

The aim of this research is to describe English teacher's strategy in teaching integrated skills at 7th grade of SMPN 1 Kota Bengkulu. This research is based on theory from Wehrli and Nyquist (2003) about strategies in teaching English such as Brainstorming, Case-Based Small-Group Discussion, Demonstration, Independent Study, Large Group Discussion/Question and Answer, Lecture/Presentation, Role-Playing, Self-Awareness Exercises/Tests, One-to-One Precepting, and Role Modeling. The study employs a qualitative research design, collecting data through classroom observations and teacher interviews conducted in the classroom by observing teachers activities in the classroom using lesson plans and asking several interview questions to the teacher to validate the data. The results of this research are that all teachers use several strategies in teaching English, such as large group discussion/question and answer, presentation, roleplaying, demonstration, and small group discussion. Based on the results, it can be concluded that the teacher has used strategies in teaching integrated English skills in the classroom.

Keywords: Teacher's Strategy, Teaching, Integrated Skills

ABSTRAK

Hajar Azzah Afiqah, 2025, *English Teacher's Strategy in Teaching Integrated Skills at 7th Grade of SMPN 1 Kota Bengkulu*. Skripsi. Fakultas Tarbiyah dan Keguruan. Universitas Islam Negeri Imam Bonjol Padang. Pembimbing (1) Prof. Dr. Martin Kustati, M. Pd. (2) Chanti Diananseri, M. Pd.

Tujuan dari penelitian ini adalah untuk mendeskripsikan strategi guru bahasa Inggris dalam mengajarkan keterampilan terpadu di kelas 7 SMPN 1 Kota Bengkulu. Penelitian ini didasarkan pada teori dari Wehrli dan Nyquist (2003) tentang strategi dalam mengajar bahasa Inggris seperti Brainstorming, Diskusi Kelompok Kecil Berbasis Kasus, Demonstrasi, Studi Independen, Diskusi Kelompok Besar/Tanya Jawab, Ceramah/Presentasi, Bermain Peran, Latihan/Tes Kesadaran Diri, Pembimbingan Satu-satu, dan Pemodelan Peran. Penelitian ini menggunakan desain penelitian kualitatif, mengumpulkan data melalui observasi kelas dan wawancara guru yang dilakukan di kelas dengan mengamati aktivitas guru di kelas menggunakan rencana pelajaran dan mengajukan beberapa pertanyaan wawancara kepada guru untuk memvalidasi data. Hasil dari penelitian ini adalah bahwa semua guru menggunakan beberapa strategi dalam mengajar bahasa Inggris, seperti diskusi kelompok besar/tanya jawab, presentasi, bermain peran, demonstrasi, dan diskusi kelompok kecil. Berdasarkan hasil tersebut, dapat disimpulkan bahwa guru telah menggunakan strategi dalam mengajarkan keterampilan bahasa Inggris terpadu di kelas.

Kata Kunci: Strategi Guru, Pengajaran, Keterampilan Terpadu

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Finally, I acknowledge that this thesis is not without its limitations. Therefore, I welcome any constructive criticism and suggestions for future improvement. I hope that this thesis will contribute to the advancement of knowledge and make a positive contribution to society.

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