

**EXPLORING EFL TEACHERS' TEACHING STRATEGIES IN BLOCK
SCHEDULING SYSTEM AT JUNIOR HIGH SCHOOL**

THESIS

By:

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM

MALANG

2023

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THESIS

*Submitted to the Faculty of Education and Teacher Training as a requirement for the
Bachelor Degree of Education (S. Pd.) in the English Education Department at
Universitas Islam Negeri Maulana Malik Ibrahim Malang*

By:

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

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APPROVAL SHEET

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Has been approved by the advisor for further approval by the board of examiners

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LEGITIMATION SHEET

EXPLORING EFL TEACHERS' TEACHING STRATEGIES IN BLOCK SCHEDULING SYSTEM AT JUNIOR HIGH SCHOOL

THESIS

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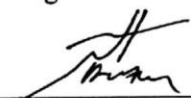
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Accepted as the requirement of the Degree of English Language Teaching
(S.Pd) in the English Education Department, Faculty of Education and
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Assalamu 'alaikum Wr. Wb

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DECLARATION OF OUTHORSHIP

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Declare that:

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Malang, September 5th 2023

The Researcher,



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MOTTO

إِذَا صَدَقَ الْعَزْمُ وَضَحَ السَّبِيلُ

If someone has a strong desire, he will find ways to accomplish it

(Where there is a will, there is a way)

DEDICATION

I dedicate this thesis wholeheartedly to Mr. Purwanto and Mrs. Nunik Ekowati, my parents who constantly provide the most supportive system, and recite a series of prayers for me so that I can finish this obligation with full responsibility.

Furthermore, to my beloved brothers and sister, Agas Angga Sasmita, Tatas Sasmita Dewa, Fadila Mulia Pinasthi, and Tegar Juang Gemilang, thank you for being my good listeners and giving me the motivation to keep doing my hardest and maintain my commitment.

Finally, I would like to say thanks to myself for persevering through all of these steps. I believe that nothing will be easy, but I can be stronger to go through it.

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The author realizes that thesis entitled “Exploring EFL Teachers’ Teaching Strategies in Block Scheduling System at Junior High School” will never be successful without the support, advice, and contribution of other parties. Therefore, she would like to express sincerely gratitude to the following parties for their contribution to the process of completing this thesis. Special thanks are extended to:

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As a proverb goes, "no rose without thorn". The author realizes that there are still many shortcomings that need to be perfected. Therefore, criticism and suggestions are highly recommended for improvement in the next paper. Hopefully this paper is useful and motivates readers to explore more knowledge.

Malang, September 5th 2023



Kembang Wangsit Ramadhani

NIM 19180035

ARABIC- LATIN TRANSLITERATION GUIDANCE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be broadly described as follows:

A. Words

ا	=	a	ز	=	Z	ق	=	q
ب	=	b	س	=	S	ك	=	k
ت	=	t	ش	=	Sy	ل	=	l
ث	=	ts	ص	=	Sh	م	=	m
ج	=	j	ض	=	Dl	ن	=	n
ح	=	h	ط	=	Th	و	=	w
خ	=	Kh	ظ	=	Zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	dz	غ	=	Gh	ي	=	y
ر	=	r	ف	=	F			

B. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

C. Diphthong Vocal

ا و = aw

ا ي = ay

ا و = ŭ

ا ي = î

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ABSTRAK

Ramadhani, Kembang Wangsit. 2023. Mengeksplor Strategi Pembelajaran Guru EFL dalam Sistem Pembelajaran Blok di Sekolah Menengah Pertama. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang Pembimbing: Prof. Dr. H. Langgeng Budianto, M.Pd.

Kata Kunci: Strategi Pembelajaran, Sistem Pembelajaran Blok

Sistem pembelajaran blok menjadi alternatif pilihan baru bagi beragamnya sistem pembelajaran yang diterapkan di sekolah. Sistem tersebut sebenarnya telah banyak diadopsi oleh beberapa Sekolah Menengah Atas (SMA), Sekolah Menengah Kejuruan (SMK), dan beberapa jurusan di Universitas karena pengaturan jadwal belajar yang progresif dan seimbang antara teori dan praktik. Namun, baru-baru ini sistem pembelajaran tersebut mulai diterapkan di lingkungan Sekolah Menengah Pertama (SMP), salah satunya di MTs NU Pakis. Dalam hal ini, para guru harus menyusun strategi pengajaran yang dapat menunjang kegiatan pembelajaran dalam durasi waktu belajar yang cukup lama tersebut agar berjalan secara optimal.

Oleh karena itu, keinginan peneliti mengeksplor strategi pengajaran guru dalam sistem pembelajaran blok di Sekolah Menengah Pertama (SMP) menjadi tujuan penelitian ini. Metode kualitatif dengan pendekatan studi kasus digunakan peneliti dalam mengulas masalah penelitian guna mendalami fleksibilitas jawaban narasumber. Subjek penelitian diambil dari dua pengajar mata pelajaran Bahasa Inggris. Hasil penelitian diperoleh dari wawancara dengan kedua narasumber dan catatan lapangan berdasarkan pengamatan peneliti saat pelaksanaan kegiatan belajar mengajar.

Temuan penelitian menunjukkan bahwa terdapat beberapa strategi pembelajaran yang biasanya digunakan oleh guru Bahasa Inggris dalam sistem pembelajaran blok, seperti; pembelajaran ekspositori, pembelajaran inkuiri, pembelajaran berbasis proyek, dan pembelajaran kooperatif yang tersedia dalam dua tipe teknik pembelajaran, yaitu Think-Pair-Share (TPS) dan Student Team Achievement Division (STAD). Dalam implementasinya terkadang guru mengkolaborasikan strategi pengajaran tersebut dan menambah variasi kegiatan pembelajaran di kelas dengan menghadirkan beragam permainan yang menarik bagi peserta didik.

ABSTRACT

Ramadhani, Kembang Wangsit. 2023. Exploring EFL Teachers' Teaching Strategies in Block Scheduling System at Junior High School. Undergraduate Thesis. English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Prof. Dr. H. Langgeng Budianto, M.Pd.

Keywords: Teaching strategy, Block scheduling system

The block scheduling system is a new alternative choice for the various learning systems implemented in schools. The system has actually been widely adopted by several Senior High Schools (SMA), Vocational High Schools (SMK), and many departments in universities due to the progressive and balanced learning schedule between theory and practice. However, recently this learning system has begun to be implemented in the Junior High School (SMP) environment, one of them is at MTs NU Pakis. In this case, teachers must develop teaching strategies that can support learning activities in the long duration of learning time to run optimally.

Therefore, the researcher expects to explore teachers' teaching strategies in the block scheduling system at Junior High School (SMP) becomes the purpose of this study. The researcher used qualitative method with a case study approach in order to explore the flexibility of the interviewees' answers. The research subjects were taken from two English teachers at MTs NU Pakis. The results of the research were obtained from interviews with both informants and field notes based on the researcher's observations during the implementation of teaching and learning activities.

The research found that there are several teaching strategies that are usually used by English teachers in the block scheduling system, such as; expository learning, inquiry learning, project-based learning, and cooperative learning which has two learning techniques, namely Think-Pair-Share (TPS) and Student Team Achievement Division (STAD). Meanwhile, in its implementation, sometimes teacher collaborates these teaching strategies or and provide additional variations to learning activities in the classroom by presenting various interesting games for students.

ملخص البحث

رمضاني، كيمبانج وانغسيت. 2023. استكشاف استراتيجيات التعليم لمعلمي اللغة الإنجليزية كلغة أجنبية في نظام التعلم الجماعي في المدرسة المتوسطة. البحث العلمي. قسم تعليم اللغة الإنجليزية، كلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الأستاذ الدكتور لانغينغ بودياننغ ماجستير.

الكلمات المفتاحية: استراتيجية التعليم، نظام التعلم الجماعي.

نظام التعلم الجماعي هو خيار جديد لمجموعة متنوعة من نظم التعلم المطبقة في المدارس. تم اعتماد النظام على نطاق واسع من قبل العديد من المدارس الثانوية (SMA) والمدارس الثانوية المهنية (SMK) والأقسام في الجامعات بسبب ترتيب جدول التعلم التدريجي والمتوازن بين النظرية والتطبيق. مع ذلك، فقد بدأ مؤخراً تطبيق هذا النظام في المدارس المتوسطة (SMP)، أحدها مدرسة نهضة العلماء المتوسطة باكس. في هذه الحالة، يجب على المعلمين تطوير استراتيجيات التعليم التي يمكن أن تدعم أنشطة التعلم في مدة طويلة لتشغيلها على النحو الأمثل.

لذلك، فإن رغبة الباحثة في استكشاف استراتيجيات التعليم لمعلمين في نظام التعلم الجماعي في المدرسة المتوسطة هي هدف من هذا البحث. تستخدم الباحثة مدخل البحث النوعي مع نهج دراسة الحالة لتعمق مشاكل البحث لاستكشاف مرونة إجابات المخبر. أخذ مجتمع هذا البحث من معلمي اللغة الإنجليزية. تحصل نتائج هذا البحث من خلال المقابلات مع كل من الخبراء والملاحظات الميدانية بناء على ملاحظات الباحثة أثناء تنفيذ أنشطة التعليم والتعلم.

تظهر نتائج البحث أن هناك العديد من استراتيجيات التعليم التي يشيع استخدامها من قبل معلمي اللغة الإنجليزية في نظام التعلم الجماعي. مثل التعلم التفسيري والتعلم الاستقصائي والتعلم القائم على المشروعات والتعلم التعاوني في نوعين، هما (TPS) Think-Pair-Share وقسم إنجاز فريق الطلاب (STAD). في تطبيقه، يجمع المعلم أحياناً هذه الاستراتيجيات ويزيدها بأنشطة التعلم المتنوعة في الفصل من خلال تقديم مجموعة متنوعة من الألعاب الشيقة للطلاب.

CHAPTER I

INTRODUCTION

This chapter introduces several points of discussion related to the research. It explains systematic reasons underlying the selection topic by a researcher. Hence the basic details of the research are described as following elements: background of the study, research questions, objectives of the study, significances of the study, scope and limitation of the study, and definition of key terms.

1.1 Background of the Study

Language is a tool or intermediary that helps a person to convey opinions and communicate with others. It explained more detail by Noermanzah (2020) that the existence of language can help person to say or express something to the other in a social life as a tool for communication and it may also show the identity of its speaker. Globally, there is one universal language that is used by almost people around the world to communicate between countries (Khosiyono, 2019). In this case, English has long been officially an international language (McKay, 2018). Wherever someone wants to travel to various countries, then English will be the standard language on international flights. Therefore, English language becomes the main principal that can be relied upon. Some of the former British colonies, such as Singapore, India and Malaysia have made the English become their second language after their own national language.

Meanwhile, the position of English in Indonesia is a foreign language. Based on Tomlinson in Maduwu & Pd (2016) the term foreign language means that the language is only used as a learning, both in formal and non-formal educational institutions. Moreover, it is also not become a daily routine interaction language in a country. Nevertheless, the role of English language in Indonesia is still crucial. It can be seen through the educational curriculum which states that English is a local content-based subject that is always studied at every level of education. This statement is in accordance with law No. 24 of 2009 concerning the flag, language, state symbol, and the national anthem that reads every Indonesian citizen is ordered to master a foreign language without reducing the sense of nationalism. English is studied formally from the elementary school to University level starting with the education curriculum on 1994 (Alfarisy, 2021).

In a 2013 learning curriculum (K13), the English subject was ever abolished for the elementary level. However, the government still provides an alternative reference by allowing English learning as an additional lesson outside school hours or as an extracurricular. Currently, based on the decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 262/M/2022, English language has become a local content subject that must be studied again for all levels of education based on the Merdeka curriculum. Learning outcomes can also be modified by each teacher according to their student needs. Even some

private schools, especially international-based ones, have taught English from an early age (Kemendikbudristek, 2022).

There is no prohibition in Islam to study non-religious knowledge because all scientific disciplines originally belong only to Allah SWT. Even though English is not the language of Qur'an, but learning it also may get benefits for human's life. As asserted by Zuparova et al. (2020) that the benefits of learning English are make someone employable in every country in the world and it may open up a new culture in a different country (Kim et al., 2019). Moreover by mastering English can also open some opportunities for a Muslim as a bridge to preach Islam more broadly. Therefore learning English can also bring good insight in its advantages. To correlate the importance of learning science, it has been included in the Al-Qur'an surah Al-Mujadilah verse 11:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُزُوا فَانْشُزُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ (سورة المجادلة: 11)

The meaning:

“Believers, when you are told: “Make room for one another in your assemblies,” then make room; Allah will bestow amplitude on you. And when it is said: “Rise up,” then rise up; Allah will raise to high ranks those of you who believe and are endowed with knowledge. Allah is well aware of all that you do”. (Q.S. Al-Mujadilah, 58:11)

The role of a teacher in learning English process is very necessary for students, both in formal and non-formal schools such as English tutoring institutions. According to Kim et al. (2019) teacher is an important figure in terms of their abilities to influence educational outcomes. The teacher plays a major role in the process of transferring knowledge to students, regardless of his position during learning, whether as a teacher center, a mediator or a facilitator. It is because the teacher has designed student learning activities from opening to closing.

In addition, teachers must know their students. This is intended to adapt teacher's performance to the intellectual level of students so that learning objectives can be adjusted to the capacity of students' abilities (Alzahrani et al., 2022). In addition, the importance of analyzing student needs also can emerge as in the case of learning English. Indonesian English teacher has to understand if the students are not used English to interact with others in their environment. The teacher's role is not to embed the mindset of English as a compulsory subject for students but it is a necessity to be used in their daily lives someday in the context of a global society. Creating awareness in students to love English will be the main key to growing their interest for learning English.

Besides, a teacher must have good personality and the ability to convey knowledge. According to Muhammad et al. (2021) the characteristics of a good teacher are having knowledge, good attitudes and morals which are expected to become pioneers in forming the national

character and preserving cultural values and local wisdom that upheld by the Indonesian people. Teacher's duty is not only to deliver knowledge, but also to be personally, professionally, pedagogically and socially competent. The general function of a teacher includes teaching activities, providing knowledge services, guiding, and helping students in achieving learning goals. Therefore the teacher's function as an educator specifically also acting as a planner, executor, organizer and an evaluator. Teacher thinks of ways to achieve learning goals effectively and efficiently.

Professional teachers are those who can choose appropriate strategies according to the conditions of their students so that they can achieve learning goals optimally. According to Syafaruddin (2019) teaching strategy is a series of activities based on action plan designed by the teacher to achieve certain educational goals. The work plan can consists of various methods or utilizing the resources used in the learning process. This opinion is in line with Moedjiono's statement (Haudi, 2021) that teaching strategy is an educator's activity to think about and seeking consistency between aspects of the components forming a learning system by using certain steps. In this case Islam has regulated the existence of defining strategies in different side with the same meaning that listed in the Al-Qur'an surah As-Saff verse 4:

إِنَّ اللَّهَ يُحِبُّ الَّذِينَ يُقَاتِلُونَ فِي سَبِيلِهِ صَفًّا كَانَهُمْ بُنْيَانٌ مَرْصُوصٌ
(سورة الصف: 4)

The meaning:

“Allah indeed loves those who fight in His Way as though they are a solid wall cemented with molten lead”. (Q.S. As-Saff, 61:04)

The term strategy was originally used during war time or in the military environment. However it is also used in various fields that have relatively the same essence as being adopted in an educational context. Teaching strategies cannot stand alone to create good learning activities. There are other supporting factors in implementing a teaching strategy including learning approaches, methods, and techniques (Jumrawarsi & Suhaili, 2020). A teacher determines the teaching strategy in accordance with the learning goals to overcome certain abilities. For example in learning English, students learn 4 language skills, including listening, speaking, reading and writing (Haberman et. al. 2020). Here, certain strategies are needed to be able to master each skill.

Another component that important to consider when choosing a strategy is adjustment to the school environment. Teaching strategies can be carried out optimally if they are able to adapt the learning system implemented in schools. Several learning systems that implemented in Indonesia include; 1.) The traditional learning system is learning that is generally carried out in schools with face-to-face meetings between teacher and students directly. 2.) There is an online-based learning system which is gaining popularity and it is being implemented simultaneously in almost all parts of the world during the Covid-19 pandemic. Singh &

Thurman (2019) explain that online learning is defined as a learning system through the internet or based on online computer in a/synchronous classes where students may interact with their teacher and other people. Students and teachers do not need to be physically present to take part in this online learning 3.) Blended learning system is called a combination of traditional learning systems and online learning. The implementation of a blended learning system briefly defined as a combination of learning models that divides the traditional and online learning portions separately. However, it remains possible to combine traditional learning and online learning together in the classroom (Mujiono et al., 2018). 4.) Block scheduling system, according to Chen et al. (2020) block scheduling system can be defined as the restructuring of school subject schedules into longer periods of class sessions to improve student performance.

Generally, block scheduling system has been implemented at secondary school in Turkish, based on a research by Kaya (2016) about advantages and disadvantages of block scheduling system with the result that the advantages is increasing the relationship between students and teachers. Meanwhile, the disadvantages obtained were the attention span of students during learning got easily boredom. In addition, it also implemented by higher education with practice-based mechanical lecture majors, according to research conducted by Prasetyo & Yoto (2016). It shows that the effectiveness of implementing this system in practicum courses is in the high percentage category. It also the same with the result

of Gatningsih & Suhartini (2020) on Vocational High School about its effectiveness. Moreover another study was conducted by Wahyuni & Kristiawan (2021) on Vocational High School showed that students may achieve several productive competencies during this system.

However, the use of block scheduling system has also penetrated in Junior High Schools as in this study. Based on the explanation above, the difference between the previous and current study is in the topic of discussion and research location. Thus, in this study the researcher takes a discussion topic focus on the teachers' strategy in teaching English language in a block scheduling system.

1.2 Research Question

The block scheduling system has been chosen to determine the scheduling arrangement for all subjects taught at Junior High School. The density of the days and the settings of length class hours grab special concern for teachers, especially English teachers in conditioning the class. Therefore, based on the explanation from general research background previously, the researcher explores the strategies used by teachers in the block scheduling system for Junior High School. Moreover, it discussed further systematically based on the following design questions:

- 1) What are the EFL teacher strategies in block scheduling system at Junior High School?
- 2) How do the implementation of teachers' strategies in the block scheduling system at junior high school?

1.3 Objectives of the Study

Regarding the problems that have been formularized above, this study has two main objectives in line with the research question as shown below:

- 1) To explore the EFL teacher strategies in block scheduling system at Junior High School.
- 2) To explicate the implementation of teachers' strategies in the block scheduling system at Junior High School.

1.4 Significances of the Study

This study is expected to be helpful and may give a beneficial contribution, especially in educational sector involving several parties, such as English teachers, students, educational institutions, and further researchers. The significances of this study are divided into two parts, as follows:

1) Theoretically

This study can provide new information to readers regarding the English learning system which is different than usual traditionally. Besides containing a general definition about the block scheduling system, the study also briefly describe how the implementation of the English learning activity in block scheduling system at Junior High School. It may add insight to the educational interests about the existence

of learning system mentioned. Then the main discussion of this study is about English teacher strategies used in learning activities. It hopefully can inspire other educational figures, such as prospective educators from the English education department to be able to increase the creativity in the learning process. Furthermore the researcher expects that this study can provide a vision for other schools that also have implemented a similar system in designing their teaching strategies to be more diverse and optimal.

2) Practically

a. Teacher

Hopefully this study can provide beneficial information for English teachers where the strategies mentioned may inspire and become a reference for them. It also can be applied by another teacher to develop their teaching and learning activities. Thus they can conduct the instructional process become more productive, creative, and varied.

b. Student

By the finding of this study, students are expected to receive the learning material completely and focus in depth. Besides that, it is hoped that the strategies

applied can make student learning activities become more attractive, interactive, and well organized.

c. Further Researcher

The results of this study can be used as a source for conducting further research in developing discussions about this existing system, the knowledge, and information obtained, as well as the development of other research matters related to this topic.

1.5 Scope and Limitation of the Study

Based on the description topic discussed above, the researcher determines the scope and limitations of the research. These points need to be specified so that explanations from the results of observations and data analysis do not expand the material beyond the main topic and avoid any mix-up of discussions that be found in the field. Thus, the determination of boundaries can help this research to settle on the suitability of the topic and focus on a more in-depth and comprehensive discussion. Therefore, this study only focus on investigating EFL teachers' teaching strategies in block scheduling system applied at a private Junior High School, namely MTs NU Pakis.

In obtaining the teaching strategy, the researcher focuses on observing two English teachers. The reasons why the researcher conducts this research at MTs NU Pakis with two English teachers are first, the school had implemented the learning activity by using a block scheduling

system. Second, it is because there are only those two English teachers in that school. They have experienced in designing and implementing English learning activities through a block scheduling system.

1.6 Definition of Key Terms

This subchapter is held to equate the researcher's perception toward readers about the meaning of some important terms that commonly appear in research discussions. It is necessary to define key terms in the study to avoid misconception and misinterpretation of those meanings and also to support a better explanation of the problem. Therefore the researcher makes a list of understanding the current terms below:

1) Teaching Strategy

A general plan that is broadly selected as a strategem that influences the teacher's actions in teaching with the support of several other learning components to make it happen, such as approaches, methods, techniques, etc. This is used as a teacher's effort to create a learning environment and teaching process that is pleasant and balanced in order to meet the learning needs of students. In addition, there is a connection between the components in the lesson plan that has been prepared in such a way as needed to achieve effective and efficient learning objectives. Therefore, the teacher always considers the teaching strategy that he wants to implement by adjusting the learning

system that is the policy of every school, especially at MTs NU Pakis.

2) Block Scheduling System

A learning system where there is a grouping of subject schedules that are taken in a more concise unit of time but require longer study hours than traditional systems in general. This happens because there is an incorporation of study hours which are compressed in every face-to-face meeting. As a result, students receive the same learning material continuously within a certain period of time intact (without being interrupted or paused by other subjects). Each subject usually will be spent within a period of several days, a week, or more. This depends on the policy of each educational institution.

CHAPTER II

LITERATURE REVIEW

This chapter contains various pieces of literature supporting theories that are regarding research variables. Some of its explanations in this section include the understanding of teaching strategies containing several types of them, as well as the understanding of the block scheduling system. In addition, there are several reviews of previous studies related to the fundamentals of this present research.

2.1. Teaching Strategy

2.1.1. Definition of Teaching Strategy

The teacher as an educator is required to create effective learning activities to achieve goals. The expectation of achieving learning goals is the suitability of student learning outcomes seen in theory and practice and being able to elaborate them. In addition, the teacher also manages the learning process so that it runs in a conducive and enjoyable way. There are many methods that can be used to achieve all of those effective learning activities. However, selecting inappropriate method will actually make the learning situation become uncontrollable, difficult to understand and learning passes without meaning. Therefore, a teacher must occupy his pedagogical capacity by formulating appropriate teaching strategies according to the characteristics of the students.

The word strategy comes from the Greek "strategos" which means "the art of a general". Based on the terms it means an effort to state a plan in order to achieve victory in a battle (Haudi 2021). The term "strategy" was originally popular among the military and businessmen. A commander or a chief of military devise a strategy to face the enemy on the battleground. In strategizing before the action of war, he consider how the strength of his troops, including quality and quantity (Syafaruddin 2019). After being analyzed as a whole, then he compiles various actions that must be taken, such as determining tactics, techniques, and the right time to start an attack. Thus, it is very important to consider various factors supporting the strategy, both from an internal and external perspective. Based on this illustration it can be said that the strategy is used to achieve success in achieving a goal.

In a context of education, strategy relates to approaches in delivering material to the learning environment. Teaching strategies can also be interpreted as patterns of learning activities that are selected and used by teachers contextually according to the characteristics of their students, school conditions, the surrounding environment and learning objectives that have been decided (Nurhasanah et al., 2019). According to Miarso in Nasution (2017), a teaching strategy is a comprehensive approach in a learning system in the form of general guidelines and a framework of

activities to achieve learning objectives, which are described from a philosophical perspective and or certain learning theories. Meanwhile, Dick and Carey in Haudi (2021) claim that a teaching strategy is a group of material and learning steps or stages that are used together to generate student learning outcomes. Based on these definitions, it can be concluded that teaching strategy is a general plan that is broadly selected as a strategy that influences the teacher's actions in teaching. This is used as a teacher's effort to create a learning environment and teaching process that is pleasant and balanced in order to meet the learning needs of students.

According to Nurhasanah et al. (2019) there are four basic concepts of teaching strategies, such as: First, identify and determine the behavior qualifications of students according to the expectancy needs. In this case, a teacher has to analyze the students as a whole to find out the learning needs of students. Second, consider the right learning approach to achieve the goal. After being analyzed, the teacher formulates a learning point of view in accordance with the conditions of his students. Third, by selecting several learning methods and techniques that are considered the most effective one so that they can be used as a guide for teachers in carrying out learning activities in class. The formulation referred to the second point will be itemized again based on statement number three regarding determining learning procedures, such as

approaches, methods, and learning techniques to be applied in class when teaching. Fourth, decide on standard criteria for success and minimum limits set as a guide for teachers in evaluating the results of teaching and learning activities. In addition, it is also used as feedback for the improvement of the general education system concerned. This is a reference used by the teacher to measure the achievement of student learning outcomes and determine the success or failure learning so that it can be an improvement in the future.

2.1.2. Influential factors of Teaching Strategy

Meanwhile, there are several factors that influence the teaching strategies. Some of these components are very influential in the teaching strategies to achieve learning objectives and the realization of good teaching strategies in accordance with the needs of a lesson. Maintaining by Nasution (2017) the factors that influence the teaching strategy include educators, students, facilities and infrastructure, available tools and media, and environmental factors.

- 1) **Students** are unique individuals and arise based on their phase of development. The learning process can be influenced by the development of different learners. Some other factors that can affect also is the learning process from the aspect of students as like aspects of background

including gender, place of birth, place of residence, socioeconomic level, and family. While seen from the nature aspect of students include basic abilities, knowledge, and attitudes.

- 2) **Facilities** are everything that directly supports the learning process, for example the learning environment, learning media, school supplies of stationary and others. While infrastructure can indirectly support the learning success, for example school roads, school lighting, toilets etc. Sanjaya in Nasution (2017) believes that complete facilities and infrastructure can help teachers carry out learning effectively and efficiently.
- 3) **Student environment** is a resource that can be used to support learning activities optimally. Again, Sanjaya in Nasution (2017) contend that there are two factors that can affect the learning process from the perspective of environmental dimensions those are the class organization factor which includes the number of students, and the socio-psychological climate factor, that is the harmonious relationship between people involved in the learning process.

This social climate can occur internally or externally. Internally, the psychological social climate is

the relationship between people who participate in the school environment, for example the relationship between students and students, between students and educators, between teachers and educators, even between teachers and principals. The external psychological social climate is the alignment of the school's relationship with outsiders, for example the school's relationship with students' parents, the school's relationship with community institutions, and others. Thus, a good socio-psychological atmosphere can not only increase students' learning motivation but also accelerate school programs so that they are able to invest in improving the quality of facilities and infrastructure, teachers, staff, students and learning systems carried out effectively and efficiently.

2.1.3. The Principle of Selecting Teaching Strategy

Every teaching strategy has its own characteristics and advantages. There is no particular strategy that is better than others. Therefore, teacher must be able to choose strategies that are considered appropriate to the conditions of each class. According to Mawati et al. (2021) there are four general principles that must be recognized by the teachers in using teaching strategies, they are:

- 1) **Goal-oriented.** The main component in a learning system is the goal. All learning activities carried out by teachers

and students must be endeavored to achieve the learning objectives that have been set before, because the success of a teaching strategy is measured by the success of students in achieving learning objectives;

- 2) **Activities.** Learning is not just memorizing a set of facts or information, but also gaining certain experiences in accordance with the goals. Therefore, teaching strategies must be able to encourage productive student learning activities, both physically and psychologically;
- 3) **Individuality.** Teaching aims to support the individual development of each student. Even though teachers teach a group of students, they want to fundamentally change each student's behavior. A successful teacher is when he can handle 40 students who all achieve their goals. Conversely, a teacher who fails is when he faces 40 students, but 35 of them fail to achieve the learning objectives;
- 4) **Integrity.** Teaching should be seen as an effort to develop the whole personality of the student. Thus, teaching not only develops cognitive abilities, but also improves emotional and psychological aspects. Therefore, learning strategies must be able to develop students' personalities in a comprehensive manner, including cognitive, emotional, and psychomotor aspects in an integrated manner.

These four principles constitute Government Regulation No. 32 of 2013 which explains that the learning process in teaching units is carried out in an interactive, inspiring, fun and challenging way. It can encourage students to participate actively and provide sufficient space in accordance with the abilities, creativity and independence that are aligned with the talents, interests, physical and psychological development of students. Therefore, each educational unit prepares a lesson plan then it implements and evaluates the learning process to increase the efficiency and effectiveness of acquiring graduate competencies.

Moreover, Aswan in Mawati et al. (2021) proposes that there are several considerations that must be noted before the teacher chooses a teaching strategy. These components include indicators of learning achievement, learning materials, characteristics of children as learners, and the availability of learning media. All of these elements must be a concern when the teacher determines the use of certain learning strategies. An example, when strategy A is deemed appropriate to be applied according to the student's condition. Then the teacher also needs to consider whether the existing learning media is sufficient for the implementation of this strategy. In this case, the teacher needs to determine a strategy based on all the existing components as the best and balanced consideration.

2.1.4. Type of Teaching Strategy

After knowing the meaning, basic concepts, and factors that influence the selection of teaching strategies, then the researcher presents the types of teaching strategies. All types of strategies can be selected and adapted to the needs of teaching and learning in the class. In addition, it is also important to consider the type of teaching strategy based on school conditions. Here, Haudi (2021) has outlined several types of teaching strategies that can be used by teachers, including:

a) Expository Learning

The expository learning tends to convey learning material delivered by the teacher through verbal (orally). Before starting a lesson, the teacher has prepared complete teaching materials and then conveys them to his students. On the other hand, students play a passive role without doing a lot of activities and only need to listen and pay attention to the subject matter. This teaching strategy is teacher-oriented. The advantages that can be obtained include teachers being able to control the scope of material systematically. In addition, expository is very effectively applied to convey material in large classes with complex learning material within a limited time. However, this strategy will work optimally if the teacher has sufficient

mastery of the learning material being taught. Moreover, the delivery of learning materials through this strategy makes some students, especially those who are hyperactive, may become bored and sleepy.

b) Discovery Learning

According to Sund in Haudi (2021) that Discovery learning is a mental process in which students are able to assimilate a concept. The components in this mental process include observing an object and examining it in depth by students to find some concepts or principles. Then they will make conclusions independently. This teaching strategy focuses on students' mastery of the material through cognitive. Students are able to acquire knowledge that is very personal/individual by learning in depth. While the teacher only acts as a learning partner and helps them if needed. The implementation of this teaching strategy may become less successful when it is held in a large class. In addition, learning activities only focus on cognitive aspects so that they pay less attention to the process of student development, forming attitudes, and less in improving student skills.

c) Mastery Learning

Mastery Learning is a learning effort that aims to motivate students to achieve mastery of certain competencies. Based on John B. Carol's finding in Haudi (2021), namely "the model of school learning" explains that student ability in certain subjects can be predicted according to the learning time needed to master it. This learning is carried out in groups. In mastery learning, teacher and students are expected to work together in a participatory and persuasive manner and are oriented towards increasing the productivity of learning outcomes. However, the lack of this teaching strategy is that the teacher may find difficulties to implement it optimally due to the considerable manpower, funds, times and equipment factors. In addition, this obstacle is also based on teachers who are used to traditional learning systems.

d) Inquiry Learning

Inquiry learning consist a series of learning activities that emphasize critical thinking processes and are loaded with analysis to seek and find the answer of problems in question. This process can be achieved through question and answer between teachers and students. This teaching strategy is student-centered. Students play a very

dominant role in increasing curiosity during the learning process. Meanwhile, the teacher acts as a facilitator and guides students in their learning. The inquiry learning is a teaching strategy that emphasizes the development of cognitive, affective and psychomotor aspects in a balanced way. In this case, it can be difficult for teachers to plan lessons because they collide with students' learning habits sometimes and the set of time limit study.

e) Problem Based Learning

This strategy prioritizes a learning process where the teacher's duty is to focus on helping his students to achieve skills in directing themselves. The teacher's role in the problem-based learning model is as a problem presenter. Then the teacher will ask them and hold a dialogue also help the students to find problems as well as providing research facilities.

f) Contextual Learning

This is a strategy that correlates learning materials with real life, so that students are able to apply their learning competencies in everyday life. Contextual learning is usually supported by media or concrete explanations in the context of students' lives, such as home, community, and workplace. The teacher will elaborate the topic of

material discussion to the reality of students' lives to facilitate their understanding (Hasriadi, 2022).

g) Affective Learning

An affective learning implies as a strategy that aims to achieve other dimensions besides understanding knowledge and science. Assessment of this teaching strategy is quite difficult to measure. The affective attitudes that are expected to be realized by students, such as responsibility, cooperation, discipline, commitment, confidence, honesty, respect for the opinions of others and the ability to control oneself. Therefore, affective learning can build students' attitudes, but it will be imposed not only on one particular subject. However, teacher can cultivates this attitude in students through the process of habituation, assignments, and learning activities in class.

h) Cooperative Learning

It is a strategy designed to educate student learning interactions in groups. The implementation of this strategy helps students easier to process the information obtained, because the process of acquiring a final answer will be supported by the interactions that occur in cooperative learning. In addition, this strategy makes students believe to their teacher. It also may improve thinking skills by seeking

information from other sources or learning from other students (Hasriadi, 2022). Cooperative learning can encourage students to express their ideas verbally and compare with their friends' ideas and help them learn to respect smart and weak students while accepting these differences. However, the teacher must ensure the involvement of students during the learning process.

The teaching strategies above are not something that is certain and obligated to be followed. The researcher mentions several types of teaching strategies as examples that is taken from various credible reference books. Teachers may use it or modify, combine, and even develop a new learning strategy according to the needs of his teaching and learning in class. Therefore, these strategies cannot be the main guideline for limiting teacher choices in determining teaching strategies for students.

2.1.5. Steps of Learning Activity

The learning process is carried out systematically according to the steps of learning activities. In general, there are three steps of learning. According to Haudi (2021) these steps include; first, the beginning steps, second the learning step, and the last is the assessment and further action step. All of those three steps must be undertaken systematically and it can be varied with several selection of learning methods and techniques.

1) The Beginning of Lesson (Pre-Instructional step)

Pre-instructional is the step when the teacher starts learning. That is usually called as opening. The goal is to foster learning conditions on that day. This step is similar to warming up during sports. In addition, this first step of learning also has function to ensure the readiness of class conditions and students so that they are ready to participate in the learning process. Teachers should try to create interesting first impressions in terms of personality and activities so that students feel enjoy and happy and are not feel pressured and hinder their creativity. Learning activities that can be carried out include; holding a warm-up regarding the material that has been taught or just playing games, adroitness, and singing a song. In addition, the teacher can also briefly explain material in previous meeting and relate it to new material or describe the day's learning material. The teacher can conduct this activity after starting with greetings and ensuring the full attendance of students.

2) The Learning Process (Instructional step)

The second step is the main one. The main activity of the teacher in this step is to convey the learning material to students that has been designed before. The teacher may implement various types of learning models along with techniques for delivering them to students. Meanwhile the duty of students is to

follow the learning process. Teaching materials are given according to teacher control that containing material that is oriented towards learning objectives. This is of course known by students because the teacher has told them before entering the learning process. During teaching, the teacher can act as a facilitator or motivator to handle activities.

In addition, the instructional step is the process of forming the experiences and abilities of students programmatically within a limited duration of learning. Nevertheless, learning activities must run in a fun and meaningful way so that learning material can be absorbed properly by the students. As stated in government regulation PP No. 19 of 2005 by Nurhasanah et al. (2019) regarding National education standards that the process of teaching and learning activities should take place in an interactive, inspiring, innovative and enjoyable way.

3) The assessment and further action step

The last step is the assessment and further action step of a series learning process that have been held. The existence of this third step aims to determine the level of teacher and students' success during the learning process in the instructional step. In addition, this step is also known as the closing phase. Before ending the lesson, the teacher will usually summarize the discussion of the material that was presented previously or

appoint several students to re-explain the material that has been taught as a reminder as well as correction if there are errors in understanding the learning material. In addition, teachers can also provide motivation and support for students to keep up the enthusiasm. At this step, the teacher provides enrichment as an assignments or and homework. Meanwhile, as a further action effort, the teacher usually arrange a remedial programs for students with their grades below the school's minimum requirements and conduct class action research to improve his further performance of learning activities.

2.2.Block Scheduling System

2.2.1. Definition of Block Scheduling system

Block scheduling learning is one type of modified traditional learning. Its difference shows in the subject schedule setting system. In addition, the block scheduling system also has many different terms and does not yet have an internationally consistent term. Some journals may call it as a block learning system or only scheduling system, block system, block schedule, block-system learning, and so on. Nevertheless all of these name variations have similar meanings in defining the description of the Block scheduling system.

According to LAB (1998) setting lesson schedules in a block system is arranged with fewer periods of class meeting time, but carried out for a longer duration in each meeting. This allows learning activities to

run more flexibly. In addition, Asril Majid in Rusmitaningsih (2020) assert that the block system is a learning pattern of accumulated study hours in each face-to-face meeting of a subject that was previously held once or twice a week. Then in this system the learning is combined and summarized so that it is completed within a full week or more until the subject is complete with benchmarks of the material being taught can be delivered optimally in accordance with the demands of the curriculum. The block system will combine effective learning hours in a short time unit and allow students to follow and get learning material perfectly (Putra et al., 2022). The feature of this block system lies in the addition of lesson hours and the fewer face-to-face meetings in the learning process. The additional duration of study time has been approved by each school.

Block scheduling system is an alternative mode of learning and has been existence since the late 1960's (Olsen, 2020). The goal of this learning system is to increase academic achievement, learning satisfaction, and especially material targets to the maximum according to the demands of the curriculum (Mizhquiri, 2019). The statement is in line with Burhan & Arifin (2020) that objective of block-system learning may to improve students' effectiveness in learning. It can also strengthen the relationship between students and teachers. Besides, it encourages the teacher to use a variety of instructional strategies for improving the school's learning climate. For students who carry out a practicum, by adopting block scheduling system would allow sufficient time for doing laboratory

experiments as well as provide students exercises that will help enhance their Higher Order Thinking Skills (HOTS) (Nariz & Roleda, 2019). Furthermore, Block scheduling system may offer changes for altering the ways that teachers worked and students learned. Block scheduling applied as a restructuring effort as a means to accomplish more productive learning activity (Zepeda & Mayers, 2006).

2.2.2. Various forms of implementation

Every educational institution has differences in the implementation of the block scheduling system. Therefore, there are various kinds of application learning through block scheduling systems in schools. Various forms of its implementation include the following explanation below:

1) 4x4 Learning Model

Based on Fadhilah Mujahidah et al. (2022) the most common type consists of courses that run for approximately 90 minutes alternating two or three days a week. The use of block system learning in each subject is 2 to 3 meetings (1 meeting consists of 4 hours of lessons x 45 minutes), combined into one session using 8 to 12 hours of lessons x 45 minutes in the first week. Taking the 4x4 block plan, students take four 90-minute lessons or courses each day.

2) A/B Learning Model

The block scheduling system through the A/B model is one form of learning ideas by the LAB Governor. This type of learning

uses an alternate day system. As stated by Sattler (2019) in Research Evaluation and Assessment (REA) which conducted a survey of the Knox Country School explaining that two KCS secondary schools (West High School and L&N STEM Academy) implement an alternating A/B block schedule, in which four classes carry out learning of each subject divided between odd and even days with each subject spending 90 minutes of study time. The odd days consists of Sunday, Tuesday, Thursday, Saturday, whereas the event days including the rest of the days, such as Monday, Wednesday, and Friday.

3) Quarter Semester Learning Model

The Tri Wulan Block System is a learning system that is currently being used by SMKN 1 Jakarta (Kurniawan et al., 2012). The characteristics of the Tri Wulan block system lie in the addition of lesson hours and the number of face-to-face meetings in the learning process. The technical implementation of the Tri Wulan block system is that several subjects in one semester taken by students are divided into two sessions per three months. For example, in one semester there are 12 subjects (normative, adaptive and productive), then these subjects are divided into 6 subjects per three months, within three months 6 subjects must be finished and in the middle of the semester the students have carried out the final exam of 6 subjects then complete the next 6 subjects.

4) Combination of Offline and Online Learning

Block scheduling system's model that are popular implemented through online and offline learning during the Covid-19 pandemic in vocational high schools. Block scheduling system is an alternative for conducting teaching and learning activities outside the network. The block system is applied to support the online learning system where there are many obstacles found when doing the online learning for students, especially the constraints on electronic devices, such as cellphones, laptops, and internet networks. Therefore, the teacher provides face-to-face learning opportunities through a block system so that students can obtain optimal learning material where the healthy protocol for the spread of the Covid-19 virus is still being prioritized (Putra et al., 2022).

5) Merging three days Learning Model

This model of block scheduling system has an objective that the learning process presented by the teacher through this learning system use the principle of complete learning by condensing meetings into three consecutive days. It also aims for students to get in-depth and sustainable teaching. One subject will be taught for three consecutive days to students and it alternate with other subjects after that. Subjects with a longer traditional study time allocation will usually be taught for approximately one week. However, it is still delivered for three days and then

intermittently with other subjects in its practice. Then it continues for three consecutive days in the next following week. (Rusmitaningsih, 2020).

Meanwhile, Mts NU Pakis is one of the private-based Junior High School that used a block scheduling system in its teaching and learning process. It has been used for 3 years and still going on. The instructional process is carried out offline in class from 09.00 am to 12.30 pm. Generally, the concept of the block scheduling system in this school is merging three days learning model. It is about the same as other schools that also implement this system, where one subject will be taught for three consecutive days without any disruption with others. The benefit of the block scheduling system that offers more time to study and may give widely opportunity for teachers to create a learning process become the main reason to implement it. Therefore, teacher conduct improvement learning by providing several activities that is fun, and full of creativity, but still progressive and focused on achieving learning goals in long time period of study.

2.2.3. Advantages and disadvantages

1) Advantages

A longer duration of study time can provide opportunities for teachers to be able to develop deeper learning (Rusmitaningsih, 2020). Teachers can explore and innovate with many varied

learning methods and techniques. In addition, teachers can also hold a variety of activities that support students' understanding of learning material that is quite complex. According to Gatingsih & Suhartini (2020) claim that through a block scheduling system, teachers have more time to design lesson plans, to examine and re-evaluate the practices they want to teach. It also makes it possible for teachers to engage in interactions with students more intensely so as to create a conducive and orderly learning situation. The teacher can see and correct students' movement errors and provide suggestions for improvement with appropriate learning model techniques. It also provides more time to complete assignment or task of learning materials. Therefore, it is hoped that teachers be able to achieve learning objectives thoroughly and optimally.

Meanwhile, the advantages of using the block scheduling system for students include being able to provide opportunities to try and do several exercises repeatedly so that may become continuous learning habits. In addition, it provides space for them more broadly to complete the tasks given by the teacher. Then it also takes more time for students to learn the material in depth. In general, many students are approved that block scheduling system provide opportunities for them to enhance their academic performance to be active and more productive in class (Nariz & Roleda, 2019). It is also maintained by Fadhilah Mujahidah et al.

(2022) that students can follow and receive learning materials completely, optimally, and intact. Students get learning experiences to engage their critical thinking and problem solving skills continuously and repeatedly. Block scheduling system provide opportunities for less stressful and more meaningful learning experiences for students and those who need more individualized support. Overall, the more class hours, the more positive many students tend to feel about their relationship with their teacher and their educational background. Another benefit associated with the block scheduling system is the opportunity to deepen student relationships (Huebner, 2022).

2) Disadvantages

Although there are many benefits to be gained in implementing the block system, there are also weaknesses that must be anticipated by the teacher. These deficiencies can come from the teacher because he or she may have difficulty utilizing and dividing long learning time well, or even students who are less motivated to follow long study hours. The results of the study by Hakiki & Drifanda (2022) show that there are still many obstacles to implementing the block system schedule at SMA 11 Semarang. This is because the learning hours are long enough to decrease students' concentration during learning. Besides, another barrier to block the schedule was related to content coverage.

A teacher must be planning a little bit harder for the scheduling block material because a lot of his time is dedicated to keeping the attention of the students in their learning, planning an engaging activity, and providing time breaks. Some content areas have a lot of standards (math and English/language arts), and teachers may find it difficult sometimes to teach all of the content because the focus and limited attention spans of the students (Huebner, 2022).

In addition, several additional weaknesses regarding the impact of block scheduling according to Majid et al. (2011) include: There are problems with limited student memory. They are usually only able to focus on studying for a short time and it causing memory of the material to be not permanent. This can eliminate students' memories of learning material that has been taught. Furthermore, the block scheduling system is a learning system with fewer meetings but has a longer learning time, so that students will be left behind the material if they are absent even just once.

2.3.Previous Study

In this section provides several studies regarding the learning in a block scheduling system. Researcher has collected at least 5 journal articles relevant to the research topic. This matter aims to determine the

originality of the researcher writings and avoid plagiarism. Furthermore, it can determine the novelty of current research with similar topics.

The first study came with the title "The Advantages and Disadvantages of Block Scheduling as Perceived by Middle School Students" by Kaya which was conducted in 2016. In this study, the two researchers wanted to find out the advantages and disadvantages of the block scheduling system that had just been implemented in Turkish education for secondary schools in the year. Research data was taken from 240 students selected by random sampling. From all samples obtained response rate in total 100%. The purpose of this research is to examine the advantages of the block scheduling system through the students' perspectives. The research method used is literature review and quantitative descriptive research methods based on surveys and interviews. The results of the study show that although the block scheduling system is rarely used by senior high schools, its presence has the advantage of increasing the relationship between students and teachers to become closer and more interactive as well as the development of teacher learning methodologies. Meanwhile, the disadvantages obtained were the attention span of students during learning, difficulty concentrating while studying, and other basic needs. There were also a number of points which were criticized by the researcher resulting in suggestions, such as adding rest hours, teacher's strategy on concerning student center in learning activities to avoid boredom, and implementing an adaptable curriculum.

Secondly, the research on block scheduling system was also conducted by Sattler (2019) in Department of Research, Evaluation, and Assessment (REA), where the institution raised the title "A Survey of High School Block Scheduling Versus Traditional Scheduling". The research was carried out by taking a database from literature reviews published around 2000-2019. Literature review was done by looking for relevant theoretical references based on problem cases found. In addition, they also use quantitative methods in calculating the percentage of data presented in various forms of diagrams. As a result, REA states that comparisons to traditional and block scheduling systems are not necessarily better than other learning systems. Even between the two did not show significantly enhancement better results of learning. REA added that the choice of a learning system between traditional and block schedule or even the other system should be adjusted to the needs of the school and the learning objectives of each region.

The third research entitle “Persepsi Mahasiswa terhadap Efektifitas Pembelajaran dengan Sistem Blok Matakuliah Praktikum pada Jurusan Teknik Mesin Fakultas Teknik Universitas Negeri Malang” was done by Prasetyo & Yoto in 2016. According to the consideration of a practicum course lecturer regarding the block system is in terms of time effectiveness, practicum learning is also suitable when applied with a block system because motor skills in practicum are appropriate if trained continuously with relatively short breaks. The research method is a

descriptive qualitative. The population used was 3rd and 4th year Mechanical Engineering Education undergraduate students at the State University of Malang who were taking practicum courses totaling 194 students. Meanwhile, the sample in this study was determined by 25%, which is containing 50 students. The result found that effectiveness in terms of learning is in the high category, with a total of 27 and a percentage of 54%. Effectiveness in terms of educators (lecturers) is in the high category, with a total of 31 and a percentage of 62%. Effectiveness in terms of learners (students) is in the high category, with a total of 34 and a percentage of 68%. Effectiveness in terms of equipment/machines is in the high category, with 28 and a percentage of 56%.

The fourth research is coming from the Indonesian Journal Article on the title “Efektifitas Pelaksanaan Sistem Blok pada Pembelajaran Teaching Factory di SMK”. In English, it says "Effectiveness of Implementing Block Scheduling Systems in Teaching Factory Learning in Vocational High Schools". The research was conducted by Gatningsih & Suhartini (2020). Teaching Factory is a production-oriented learning and adapted to the competence of expertise in their field. As a vocational high school (SMK) which has a combination of learning in theory and practicum, the block system can be implemented through teaching factory learning as an effort to increase the effectiveness of learning. This research uses the literature review method by looking for theoretical references that

are relevant to the problems or cases found and describes several studies that examine the effectiveness of the implementation of the block system.

The research results show: 1). The implementation of the implementation of the block system in SMK has been successful with an overall average yield of 65.90%; 2). The effectiveness of the implementation of the block system in terms of learning, educators, students, and practicum equipment shows a high category with an overall average yield of 60%, which means it is very effectively implemented in vocational high schools as an effort to improve the quality of learning; 3). There is a significant influence between the competency scores of students who use the block system and students who use the non-block system, which is 84,171 in teaching factory learning.

For the last previous study is also coming from Indonesian article, where the learning activity was conducted using a combination of block scheduling system through offline and online based learning in Vocational High School (SMK). This fifth research article was done by Wahyuni & Kristiawan (2021) entitled “Productive Learning of UPT Public Vocational High School 3 Muara Enim Students in the Pandemic Era”. The purpose of this research is to find out the implementation of productive learning at SMK Negeri 3 Muara Enim during the Covid-19 period. During the pandemic, learning is carried out online except for SMK students who will practice, with health protocols. This study used qualitative methods from data collection techniques of observation,

interviews and documentation. The research subjects were productive teachers, curricula deputy heads, 12^{sd} grade students and student guardians.

As a result, the implementation of productive learning during the pandemic was carried out in two ways, namely online and block system practice. The productive meaning in this study is the existence of blended learning system that incorporate online and offline learning. However, SMK Negeri 3 Muara Enim only uses a block scheduling system when offline. The results of interviews with teachers and student guardians indicate that there are potential negative impacts when learning is only carried out online. Therefore, a block-based offline learning system, especially for practicum activities is very useful for applying theories that have been studied by student via online before in a longer duration of study time. This combination of learning is relatively new because it can help students achieve several productive competencies that are difficult to gain by online learning only.

Based on the relevant studies above, there are similarities from previous and current research that is about the block scheduling system. Meanwhile some research gaps that can be found as a differentiator from previous study is in the topic of discussion and research location. The main focus of this discussion topic is the teachers' strategy in teaching English language in a block scheduling system, while in this study researcher discusses about learning English through the block scheduling system for Junior High School.

CHAPTER III

METHODOLOGY

This chapter clarifies about design of the study as a systematic attempt to answer in accordance results of research questions. It contains into five whole parts, such as the description of design of the study, setting and participant of the study, research instrument, and research procedure. Then it continues to data collection, and data analysis.

3.1 Design of the Study

The focus of this study is exploring the teachers' strategies in teaching English in block scheduling system for junior high school students. Researcher explored the strategies used by teachers in learning English along with the steps. Then the researcher analyzed and described the uniqueness and capability of the strategy used by the teacher in English class. The needs to explore and describe findings or concepts of a phenomenon could not be achieved through numerical measurements (Sidiq et al., 2019). Therefore, the depth of answers regarding the strategy to be discussed on the research problems made the researcher to choose a qualitative research method.

Furthermore, this qualitative research on teacher strategies was classified as a case study approach. The data was obtained from intensive and detailed interview and observations by maintaining the originality of the research object without manipulating it. Referring to Creswell &

Creswell (2018) where the object of research which is called a case must be seen as a bounded system unit and limited to a certain place and period of time. The case in this research is when learning English was done in block scheduling system. Research locations are also limited in Junior High School that is implementing the system related.

Researcher collected detail information using various data collection that can be obtained through interviews, observations, and documents as according to Lincoln & Guba in Salim & Syahrin (2012). Meanwhile, the collected data were documented in the form of field notes and picture documentation. All of these elements support and complement each other in fulfilling the data needed as the focus of study. Then, the researcher analyzed and presented the data descriptively. The result of this case study cannot be generalized, yet it emphasized the meaning to examine the natural condition of subject (Gunawan, 2017).

3.2 Setting and Participant of the Study

3.2.1 Setting of the Study

This research was done at a private Islamic Junior High School in Malang Regency, namely MTs NU Pakis. The researcher chose the school based on the suitability of location with school environment which has implemented a block scheduling system and it has been still ongoing until now entered its third year. Therefore, the researcher wanted to explore the strategies used by English teachers there to break the challenge of long duration teaching in a block scheduling system

by creating an interest English learning activities. The research was carried out for several months around end-March to June 2023.

3.2.2 Participant of the Study

The subjects who participated in this study were two definitive school teachers who taught English subject at the school. There are only two English teachers at MTs NU Pakis. Both teachers became the main participants in the research because they are directly involved and have experienced in conducting the learning process of the English teaching through the block scheduling system from the beginning when that school decided to implement the related system (Creswell 2012). In addition, the selection of these two teachers as subjects to determine the diversity of teaching strategies used.

3.3 Research Instrument

The instrument in qualitative research is the researcher himself. Position of the researcher as a key instrument in research served to determine the research focus, select informants as data sources, collect data, assess data quality, analyze data, interpret data and make conclusions on the findings. The researcher directly involved in every step of the research section and explored relevant information from the research subject to collect the necessary data. In addition, researcher tried to master the theory and knowledge toward a sector of the study, as well as readiness to enter the field.

Besides, the secondary instruments were developed by the researcher to support the research. The provision of instruments to enter the field has to be prepared by the researcher including observation guidelines, interviews, documentation, and field notes (Creswell, 2012). The researcher ensured that the observation and interview instruments are designed according to the research needs and have been validated. Those instruments were used to get some information about the teaching strategies and its implementation in block scheduling system. The depth of answers got from the interview between the researcher and the sources (Salim & Syahrin 2012). Then, the data gathered from the interview were strengthened using class observation and checked the related document, such as lesson plan and schedule. Analyzing document was used as the combination with another research instrument to triangulate the data of the same phenomenon (Denzin, 1970).

3.4 Data Collection

Qualitative research seeks to reveal the conditions and answers to research problems in depth and comprehensively. Researcher as the main instrument in this research tried to explore findings according to reality and avoid subjective characteristics in research. To achieve these results, various relevant data sources are needed so that the data correctness can be confirmed from various points of view. Therefore qualitative research uses various methods of data collection to meet the need for credible

information from related parties. Various kinds of data collection techniques used by researcher in research include the following:

a) Interview

Researcher interviewed two English teachers at MTs NU Pakis regarding the strategies used during the learning process in block scheduling system. Interview need to be conducted to gain understanding with the subjects involved directly in the research. The researcher was prepared around 7 main questions for interviewing the English teacher. The questions given are about teaching strategies they used and block scheduling system from their perspectives. It was been semi-structured interview to explore the opinions, ideas, and several factual situations regarding the English teachers. Besides, the researcher has obtained permission before doing the interview.

The interview began with an introduction briefly from the researcher and conveying the intent and purpose of the interview. It was done by direct communication with the teachers and took time around half to an hour in session. Each source needed approximately 2 days for finishing the interview. The first source interview with Mr. AR as an English teacher of 8th & 9th grade was hold on twice, at March, 30th and April, 1st 2023. Then, secondly with Mrs. AN as an English teacher of 7th grade that was done at June, 5th and 12th 2023.

b) Observation

This research focuses on the learning strategies of English teachers at MTs NU Pakis. Therefore, the point of observation in the research is teaching and learning activities. Meanwhile, the researcher is included in non-participatory observation because she only observed one of the English teacher, Mr. AR and his students activity during learning without participating it. There was also observation guideline regarding the 3 main steps of learning activity, such as; pre-, main, and post activity which contain branches checklist of activities that refer to Haudi's statement (2021) and it adjusted to the instructional condition in the field.

c) Documentation

Obtaining further information can be acquired through data and facts stored in archives called documentation. The nature of data in documentation is timeless so it will provide opportunities for researcher to gain information both from the past, present, or planning for the future (Gunawan, 2017). However, several form of the documentation can develop or increase during data collection. Researcher attached several pictures as evidence of activities, lesson plan, and school data such as subject arrangement of block scheduling system as the data collection needed by researcher to support research answers.

3.5 Data Analysis

After carrying out data collection techniques through several qualitative-based data sources, the researcher then conducted data analysis. Selective sorting of data is necessary to group data according to the focus of discussion in research. It is an activity of examining and explaining the compilation of data acquisition in written form.

Data analysis in qualitative research is included in the non-statistical category. It is because the processing was not through measurements of numbers. Data analysis according to Miles and Huberman in Salim & Syahrin (2012) is divided into three categories of qualitative data analysis activities. The three flows are, (1) data reduction; (2) data presentation (data display); and (3) drawing conclusions. For the details are attached in the figure chart below.

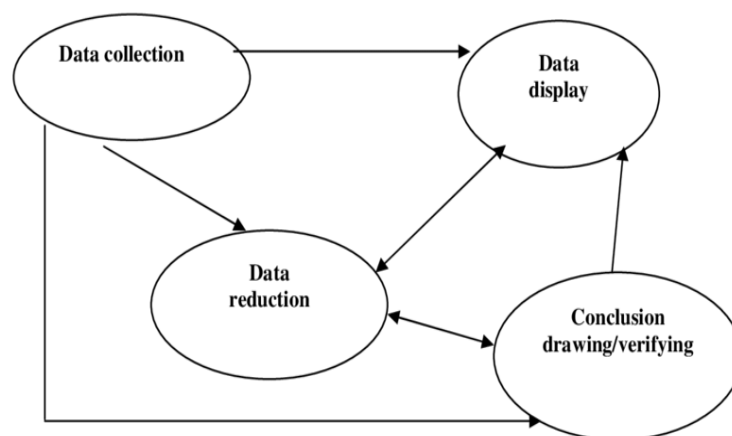


Figure 1.

Analysis Data Chart by Miles and Huberman

3.5.1 Data Reduction

Data reduction in this study was been carried out when processing the result of research interviews into transcripts. Then, the data were reduced and classified into themes according to the pattern of attaching discussion to the research needs. The researcher eliminated findings that are considered foreign and unknown or unnecessary additions and the matter that out of topic. This also applied to the results of observation and documentation, where researcher has sorted the data according to the needs of the research objectives.

3.5.2 Data Display

The result of data collection in this study was presented in narrative form. The data from the interview have been changed by the researcher from audio recording to transcripts. Moreover, checklist of observation attached descriptively for elaborating the explanation. In addition, field notes from the result of observation are included to prevent a dismiss information. While the display data from the documentation presented in the form of pictures and table. From a series of data collection obtained, the researcher was easier to analyze the conclusion inductively.

3.5.3 Drawing and Verifying Conclusion

After collecting the data, then researcher retrieved and synthesized data to a meaningful conclusion. The data of this study was obtained through interviews and confirmed by the observation then supported with documents that strengthened the results of this information. Therefore, triangulation method was used to analyze the data and enhance the validity and reliability of the study (Sarosa, 2021). This last flow in decision-making ultimately answered research questions and can produce new findings for further research.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents findings and discussions of the study related to the research data. It involves an overview of the block scheduling system implemented at MTs NU Pakis. Meanwhile, the main issue in this research is about the EFL teachers' teaching strategies in block scheduling system at Junior High Schools and its implementation.

4.1 Finding of the Study

The finding of this study contains two main sections to answer the question of the study. Firstly, it is about the EFL teachers' teaching strategies in block scheduling system at Junior High School. Secondly is the implementation of teachers' teaching strategies in the block scheduling system at Junior High School. These data were extracted from observation and semi-structured interviews. The informants were two English teachers at MTs NU Pakis. Those participant's characteristics are listed in the table below.

No.	Informant	Status
1.	AN	An English teacher grade 7th
2.	AR	An English teacher grade 8th and 9th

Table 4.1

The characteristics of the participant

4.1.1 The EFL Teachers' Teaching Strategies in Block Scheduling System at MTs NU Pakis

Teachers as professional educators must be considered the teaching strategy because it may determine the result of teaching and learning activities. They are required to always be adaptive to the needs of students and the rules of the system policy used in schools. Therefore, teachers have to think about various aspects to make the teaching and learning activities work effectively. To answer the first study's objective, the researcher was conducted semi structured interviews with two English teachers at MTs NU Pakis. Furthermore, it is presented another data collection using the instrument of this study to acquire the teacher strategies in a block scheduling system.

However, there are several things that are considered by teachers before they determine teaching strategies that are suitable for students. In this case there are 4 things that are the main considerations, including: 1.) Characteristics of students, 2.) Conditions of the school, 3.) Surrounding environment, 4.) Learning objectives. AN as second respondent, is sticking on this principals to determine the teaching strategy. In addition, AR as the first respondent added another aspect when choosing the learning strategy for students. It is regarding to the learning theory. There are 4 learning theories, such as: behaviorism, cognitivism,

constructivism, and humanism. The first resource (AR) made the four theories as an additional consideration in choosing a teaching strategy. It is based on his following statement below:

AR: *“....for me personally because English is a foreign language so I teach it slowly. Because we know that this is a private school with a basic level of language skills.....”*

AR: *“There are 4 learning theories, behaviorism, cognitivism, humanist, and constructivism. The behavior is about placement. So the children entering the class are automatically connected to those subjects, for example like in this class they are directly connected to English. Then the cognitive is learning activity. The constructivist is when they have received the material it can be developed into this conversation (practically). Lastly, as a humanist, I am flexible with children. I don't put a lot of demands on my child's abilities because I understand English is a foreign language, right, sis. The ability of each child is also different according to the nature of the Almighty that “كُلُّ عَمَلٍ عَلَى شَاكِلَتِهِ”, every human being is according to his nature. So what is the demeanor that adapts to each students. Obviously, I am referring to the 4 learning theories earlier”.*

The first strategy is Expository Learning. It is one of the teaching strategies that emphasized the role of the teacher during the learning process. The teacher conveys the overall material to the learners through the lecture method. Meanwhile, learners pay attention to the explanation from the teacher. Learning activities take place with minimal mobility because the focus of the learners was on the teacher's role as a distributor of knowledge. Interviewee AR applied this teaching strategy and combining it with collaborative learning. According to him, the level of English knowledge at MTs NU Pakis is still very basic so it needs cognitive

emphasis. Learning activities are centered on the teacher then students will be given tasks independently or in groups in processing the understanding of the material that has been given.

AR: “....Most collaborative. That was a conversation, right, because the cognitive part was delivered yesterday by me. The text they use for today's conversation was already created yesterday with the help of a dictionary.”

The second strategy is think-pair-share which is one type of teaching strategy that trained students to be more active in learning in groups. Students will be paired with each other and discuss the material by discussing together about a topic. Then, teacher coordinated the students to cooperate with their peers to get the answer. AN applied this teaching strategy when there is the material that requires students to discuss.

AN: “I choose variety of the teaching strategy according to the conditions of the students and the subject matter. For example, the material is about discussion, so I will apply the Think-Pair-Share (TPS) activity, think in pairs and then share to others”.

The third strategy, project-based learning, is the choice of teaching strategy for AN to develop learners' English skills. Students are required to make various works about the material being taught. These skills produce a product as evidence of having completed the material being taught well. Teachers gave various project assignments, such as: making videos, pictures, handicrafts, reports, and so on. Meanwhile, students indirectly learn English material through the work made according to the teacher's

instructions but involving the creativity of each student to produce the work. AN revealed that the form of projects given is very diverse, online, and offline.

AN: "what I did in grade 7 had a chapter entitled "Culinary and Me". There students learn about the types of food, the taste of food, then as practice they will describe a food and how it is made. This project that I made leads to demonstrating a dish and presenting how to make it in front of the class. Meanwhile, I gave the online-based project assignment the material "This is my school", where students will make vlog about school activities."

The fourth is inquiry learning. This is student-oriented teaching strategy (student center). It provided some learning activities to facilitate learners by asking questions and conducting investigations or experiments independently to get the knowledge they need. In this technique, learners are directed to be able to find out for themselves the material presented in learning by asking questions and independent investigations. Although learning activities are student-centered, AN mentioned that the teacher still has control and a role to determine the research topic to be carried out, develop questions related to the topic to be investigated, determine the procedures or steps to be carried out by students, and to guide students in analyzing data. The inquiry learning emphasizes maximum student activity so as to place students as learning subjects. All activities carried out by students are directed to seek and find for themselves from something that is questioned,

so that it is expected to foster an attitude of self-confidence. The teacher only acts as a facilitator and motivator of student learning.

AN: *“At first, the teacher will provide an explanation related to the learning material. The material is linked to various situations around the students. Then students investigate the connection and get findings. Furthermore, the findings are presented in front of the class.”*

The fifth is cooperative learning. It is about learn together in group. AN chose Student Team Achievement Division (STAD) technique. The teacher presented the subject matter and then divides the students into groups. The members of each team are intellectually diverse so that students could learn from each other. In this stage, students worked together to ensure that all team members have mastered the lesson. Finally, all students are quizzed on the material with a note that they are not allowed to help each other during the quiz. AN applied this strategy in her class so that some students who have good English skills can help other friends understand the material that has been explained by the teacher, as conveyed by AN below:

AN: *“Besides that, other learning strategies that I often use include: Inquiry learning, cooperative learning, and maybe recently in the independent curriculum there is a student team achievement division (STAD) strategy that combines teamwork in solving quizzes.”*

From the explanation above, it can be concluded that teachers used a variety of learning strategies, including: Expository learning, Inquiry learning, Think-Pair-Share (TPS), Project-based learning, and cooperative learning by utilizing the Student Team Achievement Division (STAD) learning technique. The use of these strategies adjusted to the subject matter being discussed. In addition, teachers have chosen these types of strategies based on the background and needs of students, as well as school environmental conditions that support learning activities using pre-determined strategies.

No.	Teaching Strategy	Description
1.	Expository Learning	Learning activities take place with minimal mobility because the focus of the learners is on the teacher's role (teacher center) as a distributor of knowledge. The material conveyed by the teacher verbally.
2.	Think-Pair-Share (TPS)	Students will be paired with their tablemates to discuss the material together about a topic. Then they share the result coordinated by teacher.
3.	Project-Based Learning	Teaching strategy that requires students to produce something (product) as an evidence of their understanding about the material has been taught by the teacher

4.	Inquiry Learning	This is student-oriented teaching strategy (student center). It provides some learning activities to facilitate learners by asking questions and conducting an independent investigations or experiments to get the knowledge they need.
5.	Student Team Achievement Division (STAD)	Teacher divides the students into groups to learn the material together. The members of each team are intellectually diverse and they ensure that all team members have mastered the lesson.

Table 4.2

Types of Teaching Strategies

4.1.2 The implementation of EFL Teachers' Teaching Strategies in Block Scheduling System at MTs NU Pakis

Block scheduling system has longer time duration than usual. Teachers organize various activities to deliver material and carry out the learning process over this long period of time. Therefore, teachers develop strategies in order to achieve the learning targets that have been set. In this section, the researcher explains how teachers apply their strategies in instructional activity. The statement is written based on a combination of data from classroom observations and interviews with AR as the English teacher. Teachers implement teaching strategies by combining several techniques in one meeting. The researcher

divided the implementation of learning activities into 3 stages, including pre-activity, main activity, and post-activity.

In the Pre-activity, the teacher opens the meeting by saying greetings. Then, the teacher ensures the completeness of the number of students based on attendance. Students who are absent at that time will be given a statement of absence in the form of illness or permission. At the opening of the meeting, the teacher gives some questions to recall the material that has been delivered previously. The teacher randomly appointed several students to answer the questions. In addition, some students are also appointed to explain the material that has been taught previously according to their understanding. Uniquely, AR invites his students to read al-Fatihah three times outside the prayer before learning. According to AR, this is one of the strategies he uses so that students become safer and more comfortable during the learning process.

AR: "...What are the learning strategies to make children comfortable in the long duration of learning that first, I shocked their heart spiritually. So that they can be comfortable and calm...."

The main activity is filled with discussion of learning materials by the English teacher. The teaching strategy applied is Expository learning where the focus of learning is teacher-oriented. Teacher was conveyed all learning materials to students verbally.

The teacher explained the concept of a material along with examples of its use through the lecture method. Resource person AR often applied expository learning as a strategy especially when discussing grammar material. The teacher spent about 80 minutes to deliver the material to the students. According to him, this learning technique is very helpful for students with a basic level of language knowledge because the teacher could convey the material slowly and thoroughly.

AR: “.....for me personally because English is a foreign language so I teach it slowly. Because we know that this is a private school with a basic level of language skills. Besides that, the economic condition of the students is middle to lower, so there is no opportunity for courses outside of school hours to explore English subject matter.....”

After the explanation of the material by the teacher, students then will be appointed randomly to test their understanding of the material that has been given verbally. Of the total number of students, some of them understood the material explanation from the teacher very well. Then the AR resource person appointed them to become pioneers for their peers. The trick is that each student who has been appointed will have 4-5 group members. Then they taught what they have understood to their teammates. In addition, AR will provide several practice questions to test the understanding of other students who are

members of each group. In this case, AR has shifted the lecture learning model to Student Team Achievement Division (STAD).

AR: “We teach the material to all students, but usually there are only 4 people who really understand it. So the 4 of them will teach what they understand to other friends in groups so it's not just a teacher center.”

Furthermore, Interviewee AR gave individual written assignments. The students were allowed to look up the meaning of the unknown vocabulary in the dictionary. The teacher does not allow them to look up the meaning directly through online dictionaries, such as *google translate*. They only have the opportunity to look up the meaning of vocabulary through a manual dictionary in order to learn well. Giving permission to open the dictionary by AR means that students have no difficulty in learning and doing the assignments given because of the limited English vocabulary they have. In addition, it can also be a learning tool for students to acquire new vocabulary.

AR: “I will share the exam questions through whatsapp with the provision that children cannot open google translate, but they may open a manual dictionary. Why is it allowed? It is allowed because to facilitate their learning process. If it's complicated, children will be reluctant to learn, they will be lazy.”

At the end of the lesson, the teacher re-emphasize the material that has been taught today. It is realized through giving questions by the teacher and then pointing to several students to

answer the questions. After that, the teacher gave them individual assignments that must be done in writing. Interviewee AR added that in between the assignments, he would call two students in turn to have an English conversation. According to him, this is starting to be used as a habit outside of learning material to train students to speak English actively.

AR: *“So after reading we had a conversation, then continued with the multiple choice question exam. This is because it can be randomized and the contents are mixed, there is vocabulary, grammar, conversation, and true false. Number of questions 25.”*

Besides, the teacher also gave advice before closing the learning activities on that day. It was became an evaluation material, especially in terms of the students attitude during learning. Then the teacher closed the class with a prayer together and ended with a greeting.

Furthermore, each teacher has his or her own method of separating fun activities between sessions. This is because the duration of learning is quite long without any breaks for students. So, along with solid classroom management, teachers can provide engaging activities for students by giving games and other activities. The content of the games can be in the form of materials related to learning materials or general English knowledge, such as vocabulary or grammar.

AR: "Ehm.. usually by holding various games, such as crossword puzzles, singing, or for those who are smart we give grammar questions...."

AR: "Oh yeah, students can do massage with their friends or sometimes, I give the ice breaking to students by playing chain message games. Then I also provide spelling games and guess the words whose translations are looked for in the dictionary."

AN: "Oh, what I do most of the time is ice breaking in general, clapping or singing and sometimes guessing pictures. In addition, I do a lot of practice questions."

From the explanation above, it can be concluded that in general, the implementation of learning strategies by teachers is realized in 3 types of core activities, including: Pre, main, and post activities. Each teacher has his own way of implementing the learning process. Apart from looking at the background of students, teachers also adjust the material being taught. Therefore, each chapter of material would carry out different learning activities. Furthermore, teacher incorporated game segments to make students feel more comfortable when studying for an extended period of time. Another advantage of games is that they may expand students' knowledge on English or increase their understanding of the material delivered by the teacher that day.

4.1.3 The Implication of EFL Teachers' Teaching Strategies in Block Scheduling System at MTs NU Pakis

Teacher perceived the block scheduling system as an opportunity for growth. They are required to be more creative and innovative in designing learning activities for extended periods of

study time. The study discovered that there was no statistically significant distinction in teaching strategies through the block scheduling system than the other system. The teaching strategies used by teachers have also been realized in conventional learning. However they do more organize around the division of time, class arrangements, or providing a diversity of activities to avoid appearing monotonous. As a result, learning in class was slower yet more substantial, meaningful, and diversified.

MTs NU Pakis has not implemented a block scheduling system because they want to map practical learning with theory, which is often the case in certain Vocational High School or University. The institutions only wanted to maximize the learning experience to be more meaningful. So far, according to the sources, no unresolved weaknesses have been found in the implementation of the block system at this Junior High School. There are certainly small obstacles encountered during the learning process, but these are just simple problems that can be evaluated for future improvements.

Therefore, it could be implied that the block scheduling system has a positive admission on learning activities at MTs NU Pakis, particularly in the English subject. Both teachers and students are able to get benefits from a block-based scheduling system. Teacher could explore various teaching strategies for

conducting learning activities. In addition, the teacher also could deliver the subject matter to students carefully and completely. Meanwhile students became more focused in their learning activities because they are not distracted by other courses. So that students could be fully present both physically and mentally and are better prepared to assimilate any given material. Furthermore students completed their work and assignment optimally.

4.2 Discussion

In this sub-chapter, the researcher discusses the findings from the observations and interviews that have been described in the previous sub-chapter. The results of the study were analyzed using Haudi's theory (2021) and additional theories according to the research findings. The researcher divided the discussion into two parts based on the research questions. The results showed that MTs NU Pakis used a block scheduling system in its instructional activities. The block scheduling system is an arrangement of lesson schedules with fewer class meeting periods, but carried out for a longer duration of study hours in each meeting (LAB 1998). Each meeting has learning time duration around 3-3.5 hours/day or the equivalent of 4-5 lesson hours.

This model of block scheduling system has an objective that the learning process presented by the teacher used the principle of complete learning by condensing meetings into three consecutive days. The application of this type is in line with Rusmiatiningsih (2020) that one

subject will be taught for three consecutive days to students then it alternate with other subjects after that. Based on the semi-structured interview among two English teachers, there are five main of teaching strategies in block scheduling system at Junior High School, such as; expository learning, inquiry learning, project-based learning, Think-Pair-Share (TPS), and Student Team Achievement Division (STAD).

4.2.1 The EFL Teachers' Teaching Strategies in Block Scheduling System at Junior High School

1) Expository Learning

The teacher delivers the learning material entirely verbally (orally). The students do not do much activity when the learning process is going on. They act physically passive, but cognitively active because students must pay close attention to the teacher's explanation. According to Haudi (2021), expository learning is a teacher-centered teaching strategy. Therefore the teacher must prepare the entire content of the subject matter systematically before delivering it to students. The purpose of expository learning is to instill theoretical learning material in depth. Therefore, this type of strategy is suitable for large classes with limited time. Meanwhile, the use of expository learning in English teaching and learning activities at MTs NU

Pakis aims to enable students to understand the material well because of the basic level of language acquisition. So the teacher delivers the material directly and guides the students through the expository teaching strategy.

2) Inquiry Learning

This learning strategy is the opposite of the previous one. Inquiry learning activities are student-oriented. The teacher's role is only as a facilitator and guide for students during the learning process. Inquiry learning can develop cognitive, affective, and psychomotor aspects of students in a balanced manner. However, teachers will experience difficulties in planning learning because they collide with the predetermined learning time limit (Haudi 2021). However, this learning strategy is suitable for MTs NU Pakis which uses a block learning system. It is because the duration of learning time is long enough so that teachers can design diverse and interesting learning activities for students.

3) Project Based Learning

Project-based learning is the most widely used teaching strategy by teachers at MTs NU Pakis, especially in English subject. It is a form of learning that trains students to gain a deeper understanding of the

subject matter. They actively build understanding by working and using ideas (Krajcik & Blumenfeld 2006). In project-based learning, students engage in real-world activities and work together to produce a product as a proof that they already understood about the learning material that has been taught. In addition, the learning process becomes more meaningful due to the fun learning experience. Teachers give various project assignments, such as: making videos, pictures, handicraft, reports, and so on according to the material being taught. Teacher as facilitator provide feedback and support to learners to help their learning process (Guo et al., 2020). Project-based learning provides opportunities for students to develop creativity and integration of knowledge in collaboration (Gary, 2015).

4) Cooperative Learning

Cooperative learning is a teaching strategy designed to guide interactions between students in groups. According to Haudi (2021), there are about three objectives of cooperative learning, including academic learning outcomes, acceptance of diversity, and development of social skills. This strategy makes it easier for students to process the information because it

is obtained through discussions with peers. Students can learn from each other and exchange ideas verbally. The teacher must be able to organize the distribution of members in each group, especially in the level of intelligence among students. In addition, the awards given are group-oriented not individual. In this case, MTs NU Pakis applies two cooperative learning techniques, through Think-Pair-Share (TPS) and Student Team Achievement Division (STAD).

a. Think-Pair-Share (TPS)

One of the cooperative learning strategies applied in the MTs NU Pakis is Think-Pair-Share (TPS) technique. This teaching strategy involves cooperation between two students. The teacher forms students in pairs and then provides material. Then they discuss the material with their peers and share it with others. This teaching-learning technique is divided into three stages: (1) Think. The teacher stimulates pupils' thinking with questions, prompts, or observations. Students should take a few moments to think about the question. (2) Pair. Students pair up with an accomplice or a desk-

mate to discuss the answer that each of them came up with. They compare their notes in mind or in writing and choose the best, most compelling, or most distinctive responses. (3) Share. After a few minutes of talking in pairs, the teacher asks pairs to share their thoughts with other members of the class (Robertson, 2006). Think-Pair-Share strategy is also implemented when learning speaking skills. Students might be encouraged to speak out, exchange ideas, and express themselves more freely when discussing the tasks set by the teacher (Hanan & Budiarti, 2019).

b. Student Team Achievement Division (STAD)

In addition, another cooperative learning strategy model used by English teachers at MTs NU Pakis is Student Team Achievement Division (STAD). It is a type of learning that prioritizes cooperation between students in a team to complete quizzes or tests given by the teacher (Jamaludin & Mokhtar, 2018). Group members in the team must support each other and help teach the learning material so that they can

understand it well. According to Ocampo & Bascos-Ocampo (2015) STAD learning can stimulate the responsibility of each group to encourage individual learning.

STAD type cooperative learning in English class at MTs NU Pakis is implemented by dividing students into several groups of 4-5 people in each group. Group members contain learners with heterogeneous characteristics according to achievement level, performance, and ethnicity. This statement is in accordance with the developer of STAD itself, namely Slavin (1989) who states that students are assigned to four-member learning teams that are mixed in performance level, sex, and ethnicity. However, teachers at MTs NU Pakis do not differentiate gender because male and female students are in different classes (separate). Then the teacher presents the lesson material. After that, students work in their respective teams to ensure that all group members have mastered the material. At the end of the lesson all students are given practice questions by the teacher on related

material independently. Students should not help each other, either from friends in one team or with other teams. The rest of the time, students get a final score based on the accumulated scores of each group member.

4.2.2 The implementation of EFL Teachers' Teaching Strategies in Block Scheduling System at Junior High School

Teaching and learning activities at MTs NU Pakis occurs for 3-3.5 hours/day. It starts at 09.00 am-12.30 pm. In this long duration of learning, teacher generally divides activities into three steps of learning activities. The activity before starting the learning activity is called pre-activity. This is followed by the core activities, where teachers provide materials and provide a variety of interesting activities for students during the learning process. In this stage, the teacher determines teaching strategy that will be used to deliver the subject matter to the students. Finally, learning activities are closed with verbal questions and answers to recall the material that has been taught or provide individual practice questions. This is in line with Haudi's (2021) statement that in general, learning activities are divided into three stages, including: pre-instructional, instructional, and evaluation and assessment. The

components in each stage can be adjusted according to the teaching needs of each educator.

In the first 15 minutes, the teacher starts the class by saying greetings, asking how the students are doing followed by attendance and prayer before learning. Entering the main activity, the teacher conditions the students. In this case, each teacher has his own way of managing the class, including motivation and giving spiritual advice. Then, he tells the class rules that must be obeyed when the learning process takes place. This needs to be done as one of the teacher's efforts to create conducive learning environment. In addition, the teacher also conveys the learning contract and learning objectives on that day.

In the main activity, teachers carry out learning activities in accordance with predetermined strategies. The strategy used will be adjusted to the student learning material. For example, in grammar materials, teachers choose expository learning strategies and play more roles to explain the material (teacher center). Meanwhile, the think-pair-and share strategy is usually used when teachers teach speaking skills. In addition, teachers often involve cooperation between students (cooperative learning) in discussing learning materials in class. In writing-related materials, teachers mostly use project-based learning

strategies, and so on. The learning process ends for approximately 120 minutes.

Sometimes, teacher also combines two teaching strategies in a learning activity. He applies each strategy around 80 minutes of learning hour. It accordance with Majid's (2011) statement that There is one advantage provided by the block scheduling system that is the teachers can use more varied teaching strategies and use innovative methods with longer face-to-face time.

Moreover, the teacher spends the rest of the learning duration by providing various assessments to students. Closing activities can take the form of giving practice questions in writing or verbal questions and answers. According to Haudi (2021), the third stage is the time when the teacher conducts evaluation or assessment and follow-up in learning activities. The purpose of this stage is to determine the level of success of the second stage. Then the learning activity ends with the recitation of prayers after learning and greetings.

However, in the long duration of learning, the teacher provides fun activities to students by providing games, ice breaking and others. The games given by the teacher include: chain messages, crossword puzzles, guessing, and so on. The

content of the games can be related to learning materials or general English knowledge, such as vocabulary or grammar. In addition, the ice breaking is in the form of singing together, clapping, and chain massage. The teacher provides games in alternating the learning materials (main activity). This is done as a temporary learning pause so that students do not burn out while learning.

BAB V

CONCLUSION AND SUGGESTION

The researcher provides conclusions from the findings and discussions of the data collected from semi-structured interviews and observations in the previous chapter. In addition, it also mentioned several suggestions to give assistance and recommendations to conduct further research on related topics.

5.1 Conclusion

Some types of teaching strategies that are used in MTs NU Pakis for its instructional process, include; expository learning, inquiry learning, project-based learning, and cooperative learning which has two learning techniques, such as Think-Pair-Share (TPS) and Student Team Achievement Division (STAD). Teachers determine various teaching strategies to support student learning activity and create conducive classroom condition during the learning process. They also organize various learning activities to deliver material and carry out the learning process in the extend period of time. In addition, the selection of teaching strategies aims to enable teachers to achieve the learning targets that have been set.

Teacher divides the learning activity into three steps. An activity before starting the lesson is called by pre-activity. Then it continues with a main activity (Instructional section), where the teacher provides material and a variety of interesting activities for students during the learning

process. In this step, the teacher implements the teaching strategy that will be used to deliver the subject matter to the students. In addition, teacher also provides various games and ice breaking in between teaching and learning activity. The last step is evaluation and assessment. Teacher may conduct verbal questions and answers to recall the material that has been taught or provide exercise individually to students.

5.2 Suggestion

Research related to block scheduling system has been widely discussed at the upper secondary level to higher education. However, this system is still rarely used in Junior High School. Thus, research regarding the block scheduling system at Junior High School is still difficult to find out. In this study, the researcher only explores EFL teachers' teaching strategies in block scheduling system at Junior High School. Further researchers can analyze more deeply topic related to the implementation of a block scheduling system at Junior High School. Moreover, prospective English teachers can also held a research to test the effectiveness of the implementation of the block scheduling system for student motivation and learning outcomes in English lesson.

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APPENDICES

Appendix 1 – Research Permission Letter

		
KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang http://fitk.uin-malang.ac.id , email : fitk@uin-malang.ac.id		
Nomor	: 603/Un.03.1/TL.00.1/03/2023	10 Maret 2023
Sifat	: Penting	
Lampiran	: -	
Hal	: Izin Penelitian	
 Kepada Yth. Kepala MTs NU Pakis di Kabupaten Malang		
 Assalamu'alaikum Wr. Wb.		
Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:		
Nama	: Kembang Wangsit Ramadhani	
NIM	: 19180035	
Jurusan	: Tadris Bahasa Inggris (TBI)	
Semester - Tahun Akademik	: Ganjil - 2022/2023	
Judul Skripsi	: Exploring EFL Teachers' Teaching Strategy in Block Scheduling System at Junior High School	
Lama Penelitian	: Maret 2023 sampai dengan Mei 2023 (3 bulan)	
diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.		
Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.		
Wassalamu'alaikum Wr. Wb.		
		 An Dekan, Wakil Dekan Bidang Akademik Dr. Muhammad Walid, MA NIP. 19730823 200003 1 002
Tembusan :		
1. Yth. Ketua Program Studi TBI		
2. Arsip		

Appendix 2 – Interview Guideline

INTERVIEW GUIDELINE (semi-structure interview)

No.	Content	Question	Number of Question
1.	The existence Learning through Block Scheduling System	How is learning English using the block scheduling system?	1
		What are the conveniences (advantage) obtained in learning English through the block system?	2
		What are the obstacles (disadvantage) that are often encountered in learning English based on the block scheduling system?	3
2.	English Teachers' Teaching Strategies in Block Scheduling System	How do teachers determine appropriate teaching strategies for students?	4
		What are teaching strategies do teachers usually choose in block-based system and why?	5
		How learning activities run using this strategy?	6
		What are the tips and tricks for creating interesting, effective and efficient learning with an extend learning duration?	7

Appendix 3 – Observation Guideline

OBSERVATION GUIDELINE

Researcher will observe learning activities carried out by teachers in class. Then Observation guidelines are taken from Haudi's statement (2021) regarding the steps of learning activities in class and adapted according to research needs in the field.

No.	Leaning Section	Element of Activities	Implementation		Annotation
			Yes	No	
1.	The Beginning of Lesson (Pre-Instructional Step)	The teacher asks the students' attendance and notes those who are absent			
		Ask students how far the discussion of previous learning has come			
		Asking questions to students in class, or certain students about the lesson material given before.			
		Provide opportunities for students to ask about previous lesson material that they have not mastered.			
		Briefly repeating past lesson material, but covering all aspects of material that have been discussed previously.			
2.	The Learning Process (Instructional Step)	Explain to students the learning objectives that must be achieved by students.			
		Write down the main material that will be discussed that day taken from the source book that has been prepared before.			

		Discuss the main material that has been written.			
		For each subject matter discussed, concrete examples should be given.			
		The use of teaching aids to clarify the discussion of each subject matter that has been required.			
		Summarize discussion results of the subject matter.			
3.	The Assessment and Further Action Step	Repeat the material that has been taught.			
		Providing homework.			
		Providing advice or motivation.			
		Closing statement.			

Appendix 4 – Instrument Validation Sheet

VALIDATION SHEET

ENGLISH LANGUAGE TEACHING AND LEARNING TEST

Validator : Dr. H. Langgeng Budianto, M.Pd
NIP : 197110142003121001
Expertise : English Language Teaching
Instance : Maulana Malik Ibrahim State Islamic University Malang
Validation Date : (27/02/2023)

A. Introduction

In term of the final thesis research, we respectfully ask for the lecturer to provide validation of the instrument that has been designed by the researcher with the following identity:

Name : Kembang Wangsit Ramadhani

ID Number : 19180035

Major : English Education Department

Research Title : Exploring Teachers' Teaching Strategies in Learning English through Block Scheduling System for Junior High School

Along with this letter are attached the research instruments for validation. Comments and suggestions are needed to improve the quality of the instrument. Thus this application letter was submitted, thank you for the approval of the validator.

B. Guidance

This section contains several criteria of the instrument. Please give a score to each item with a sign (✓) in the following columns below:

1 = Very poor

2 = Poor

3 = Average

4 = Good

5 = Excellent

C. Assessment Rubric

No.	Indicator	Score					Feedback/Suggestion
		1	2	3	4	5	
1.	The research instrument is relevant to the research objectives.				✓		
2.	Research instrument used communicative language				✓		
3.	The research instrument is well constructed.				✓		

4.	The question that is made do not cause double interpretation or misunderstanding.				✓	
5.	The research instrument can help the researcher find out the English language teaching and learning through Block Scheduling System				✓	

D. Comment and Suggestion

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E. Conclusion

Based on the validation sheet above, it can be concluded that the instrument that has been made is:

Please cross out the answer that doesn't match your conclusion.

1. These instruments are proper to use to collect data without revision.
- ~~2. These instruments are proper to use to collect data within revision.~~
- ~~3. These instruments are not proper to use to collect data.~~

Malang, 27 February 2023
Validator,



Dr. H. Langgeng Budianto, M.Pd
NIP. 197110142003121001

Appendix 5 – Transcript of Interview

TRANSCRIPT OF INTERVIEW

First Participant

Name : Abdul Rokhim, S.Pd.
English Teacher : Grade 8th & 9th
Day/Date : 1st interview at March, 30th 2023
2nd interview at April, 1st 2023
Time : 1st at 11.00 am-11.30 am
2nd at 09.00 am-10.00 am
Initial Interviewee : “AR”

I : Assalamualaikum wr. wb., Pak Rohim. Selamat Pagi!
(Assalamualaikum wr. wb., Mr. Rohim. Good Morning!)

AR : Waalaikumussalam wr. wb. Mbak. Selamat Pagi!
(Waalaikumussalam wr. wb. Ms. Good Morning!)

I : Apa kabar pak?
(How are you, sir?)

AR : Alhamdulillah, baik.
(Alhamdulillah, good.)

I : Alhamdulillah. Sebelumnya terima kasih atas kesediannya untuk menjadi narasumber pada penelitian ini. Perkenalkan nama saya Kembang Wangsit Ramadhani, mahasiswi jurusan Tadris Bahasa Inggris UIN Maulana Malik Ibrahim Malang. Saat ini sedang mengadakan penelitian dengan judul “Exploring EFL Teachers’ Teaching Strategies in Blok Scheduling System at Junior High School”. Sesuai kesepakatan bersama hari ini saya akan mewawancarai panjenengan sebagai narasumber pertama nggih, pak.

(Alhamdulillah. Previously, thank you for being a resource in this research. My name is Kembang Wangsit Ramadhani, a student majoring in English Education Department at UIN Maulana Malik Ibrahim Malang. Currently, I am conducting

research entitled "Exploring EFL Teacher Teaching Strategies in Block Scheduling System at Junior High School". According to the mutual agreement, today I will interview you as the first informant, sir)

AR : Baik, mbak. Silahkan bisa dimulai.

(Alright, Miss. You may start)

I : Baik, terima kasih pak. Pertanyaan pertama adalah tentang keunikan institusi ini dari sekolah lain, yaitu sistem pembelajarannya. Bagaimana sistem pembelajaran blok yang diterapkan di MTs NU Pakis?

(Alright, thank you sir. First question is about the uniqueness of this institution from other schools. It is about the learning system. How is the block scheduling system implemented at MTs NU Pakis?)

AR : Mts NU Pakis masih menerapkan sistem pembelajaran tiap satu mata pelajaran dilaksanakan secara 3 hari berturut-turut ya, mbak. Mulai jam 09.00 atau 09.30 WIB sampai jam 12.30 WIB, kan begitu jadwalnya. Biasanya kan 40x berapa gitu kan? Nah berarti itu total berapa menit? Ada sekitar 4-5 Jam Pelajaran satu harinya. Terus enakya tuh begini, ya semua ada kelebihan dan kekurangan ya. Enaknya tuh satu kali ketemu langsung tuntas, mbak. Mengajar anak-anak dari awal pelan-pelan. B. Inggris itu kan bahasa asing, ya? Gaboleh cepet-cepet. Besok mungkin materinya tetap yang dibahas hari ini tadi atau sudah berpindah ke materi yang lain dengan model pembelajaran yang sama. Seperti hari ini, untuk memperdalam bahasa mereka harus melihat sendiri artinya di kamus. Sehingga anak-anak bisa lancar. Memang semua itu tergantung management kelas dan guru yang bisa *menghandle* kelas atau tidak gitu aja.

(Mts NU Pakis still implements a learning system where each subject is carried out 3 days in a row, sis. It is starting at 09.00 or 09.30 am until 12.30 pm in the schedule. Usually 40 times, how much is that right? So that means how many minutes in total? There are about 4-5 hours of lessons in a day. Then it's good like this. Everything has advantages and disadvantages. It's good that once we meet, it's over, sis. We may teach children from beginning part of the material slowly. English is a foreign language, isn't it? It should not be taught too quickly. Tomorrow maybe the material remains what was discussed today or it has moved to another material with the same learning model. As today, to deepen their language, they have to look up the vocabulary meaning in the dictionary for themselves so that the children can run the material smoothly. Indeed, it all depends on class management and teachers who can manage the class or not.)

I : Kalau kendalanya pak?

(What are the problems, sir?)

AR : Kendalanya begini, kalau satu minggu ketemu 2x begitu setiap ganti mata pelajaran paling hanya bertemu anak-anak sekali lalu bisa berjumpa lagi pada pertemuan selanjutnya gitu kan? Nah kalau ini enaknya kita memberikan materi pelajaran secara urut dan harus tuntas. Katakanlah satu bab itu harus langsung selesai. siswa akan mendapat materi dalam jumlah banyak sekaligus. Sedangkan sistem pembelajaran yang bertemu satu minggu sekali atau dua kali itu kita bisa memberikan materi sedikit demi sedikit. Anak-anak paham, ya sudah. Kelanjutan pelajarannya terjeda mata pelajaran lain. Namun positifnya sistem blok ini anak-anak bisa langsung terus belajar tanpa terputus meskipun tak dapat dipungkiri mereka semua ada kekurangannya sebenarnya.

(The problem is, if you meet twice a week where every time of the study schedules change subjects, you only meet the children once and then you can meet again at the next meeting, right? Well, this block scheduling system is good because we give the subject matter in sequence and must be complete. Let's say that one chapter must be completed immediately. Meanwhile, in the learning system that meets once or twice a week, we can provide material little by little. Kids understand and it has done. The continuation of the lesson was interrupted by other subjects. However, the positive side of this block system is that children can immediately continue learning without interruption. Everything has its drawbacks actually).

I : Lalu begini pak, sekolah lain biasanya diadakan 1 minggu khusus untuk Ujian Akhir Semester (UAS) semua mata pelajaran. Nah di sekolah ini sistemnya bagaimana pak?

(Well sir, other schools usually hold their Final Semester Examinations (UAS) for all subjects in a specific week. Then how about this school?)

AR : Di sekolah ini sistemnya bukan seminggu khusus ujian begitu ya, melainkan khusus satu hari tertentu di jadwal pembelajaran terakhir. Di sini pembelajaran untuk satu mata pelajaran dilaksanakan selama 3 hari, artinya dua hari sebelumnya masih ingat kan ya? Karena sebelum ujian masih ada kegiatan pembelajaran. Nah, selama dua hari tersebut kita sudah menilai, nilai harian namanya. Misal anak-anak bawa kamus atau tidak sudah masuk kategori kedisiplinan. Lalu ada latihan soal juga. Setelah itu, diakhir ada ujian khusus yang biasanya saya pakai *whatsapp* sebagai medianya. Soal ujian akan saya bagikan melalui *whatsapp* dengan ketentuan anak-anak tidak boleh buka teks maupun *google translate*, tetapi boleh membuka kamus manual. Mengapa diperbolehkan? Supaya mempermudah proses belajar mereka. Jika kesulitan, anak-anak akan

enggan untuk belajar, males. Kemudian jika dalam seminggu hanya di isi UAS saja maka akan mengganggu fokus belajar siswa karna hari-hari isinya ujian terus dengan mapel yang berbeda-beda. Maka di sekolah kami dibuatlah sistem seperti ini, tidak ada UAS, kecuali untuk kelas 9 karena ada jadwal ujian khusus dari Maa'rif.

(At this school, the system is not for a week for exams, but each subject on one specific day in its last schedule. Here learning for one subject is carried out for 3 days. It means that you still remember the two days before, right? Because before the exam there are still learning activities. So, for those two days we have assessed, it called daily evaluation. For example, children have to bring dictionaries or they are not already in the discipline category. Then there are practice questions as well. After that, at the end of meeting there is a particular exam that I usually use whatsapp as a medium. I will share the exam questions through whatsapp with the provision that children cannot open google translate, but they may open a manual dictionary. Why is it allowed? to facilitate their learning process. If it's complicated, children will be reluctant to learn, they'll be lazy. Then if in a week only as the UAS, it will disrupt the focus of student learning because the days are filled with exams with different subjects. So, in our school a system like this was created, there is no UAS, except for grade 9 because there is a particular exam schedule from Maa'rif.)

I : Berarti jika pembelajaran B. Inggris sudah diselesaikan besoknya langsung diadakan Ujian akhir B. Inggris, pak?

(Does it mean that if the English lesson has been taught completely, then the final English exam will be held on the next day, sir?)

AR : Iya, benar. Dalam satu semester kita ketemu beberapa kali, dimana setiap bulannya akan bertemu selama 3-4 kali. Dalam pertemuan tersebut akan kita berikan per konsep. Misal bulan pertama selama 3 hari tersebut kita berikan. Namun, B. Inggris bukan 3 hari mbak, melainkan seminggu. Jadi satu bulan itu satu minggu ketemu saya, bisa di minggu pertama dan ketiga atau minggu kedua dan keempat. Setiap minggu 3 hari kemudian di selang-seling 8A 8B 9A 9B.

(Yeah, that's true. we meet several times in one semester, where every month we will meet for 3-4 times. Each meeting we will provide a concept. For example the first month we give the material for 3 days. However, actually English is not 3 days sis, but a week. So, students will meet me a week in a month. It could be the first and third week or the second and fourth week. Every week consist of 3 days in alternating 8A 8B 9A 9B.)

I : Dalam satu pertemuan kan durasi waktu belajarnya cukup panjang, nggih sekitar 3-3.5 jam. Bagaimana dan apa pertimbangan panjenengan dalam memilih strategi pembelajaran?

(In one meeting, the duration of study time is quite long, about 3-3.5 hours. How and what are your considerations in choosing teaching strategies?)

AR : Ooo.. nggih, itu begini mbak, saya pribadi karena B. Inggris ini merupakan bahasa asing jadi saya mengajarnya pelan-pelan. Karena we know that ini sekolah swasta dengan level kemampuan berbahasa yang masih dasar. Selain itu keadaan ekonomi para siswa yang menengah kebawah sehingga tidak ada kesempatan kursus diluar jam sekolah untuk mendalami materi pelajaran B. Inggris. Bagaimana strategi pembelajaran untuk membuat anak nyaman dalam durasi waktu belajar yang lama itu pertama saya setrum hatinya secara spiritual. Sehingga mereka bisa nyaman dan tenang. Biasanya saya jeda untuk pijet-pijetan. Ini tinggal satu jam setelah kegiatan pembelajaran mereka saya suruh mengerjakan latihan soal sebagai evaluasi. Bersamaan dengan itu, mereka dipanggil 2 orang secara bergilir untuk speaking English sebagai pembiasaan. Setelah itu dilanjut mengerjakan tugasnya tadi.

(Ooo.. Alright, sis for me personally because English is a foreign language so I teach it slowly. Because we know that this is a private school with a basic level of language skills. Besides that, the economic condition of the students is middle to lower, so there is no opportunity for courses outside to explore English subject matter. What are the teaching strategies to make children comfortable in the long duration of learning that first, I shocked their heart spiritually. So, they can be comfortable and calm. I also usually pause the teaching for massages. It's only an hour of learning time remaining. I order them to do exercise as an evaluation. At the same time, they were called by 2 people in turn to practice speaking English as a habit. After that, they continue with the task.)

I : Strategi apa yang bapak gunakan untuk mengajar anak-anak?

(What strategies do you use to teach your children?)

AR : Strategi apa ya mbak? Paling kolaborasi. Tadi tuh conversation kan, karena kognitifnya sudah disampaikan kemarin oleh saya. Teks yang mereka gunakan untuk percakapan hari ini sudah dibuat kemarin dengan bantuan kamus. Selain itu untuk nilai percakapan ini akan saya masukkan ke socratif. Jadi setelah reading kami ada percakapan, lalu dilanjutkan dengan ujian soal pilihan ganda. Ini soalnya bisa diacak dan isinya campuran, ada vocabulary, grammar, percakapan, dan true false. Jumlah soal 25.

(What strategy do I have? Most collaborative. That was a conversation, right, because the cognitive part was delivered yesterday by me. The text they use for today's conversation was already created yesterday with the help of a dictionary. Apart from that, for the value of this conversation, I will enter it into socrative. So after reading we had a conversation. Then it continued with the multiple choice assignment. The questions can be randomized and the contents are mixed, there is vocabulary, grammar, conversation, and true false. Number of questions is 25.)

Begini, teori pembelajaran kan ada 4, behavior, kognitif, humanis, dan konstruktivisme. Kalau behaviournya tuh tentang penempatan. Jadi anak-anak masuk kelas otomatis langsung terkoneksi dengan mata pelajaran tersebut, misal seperti dikelas ini mereka langsung B. Inggris. Kemudian kognitifnya seperti kegiatan pembelajaran ini tadi. Konstruktivisnya adalah ketika mereka telah menerima materi maka bisa dikembangkan menjadi percakapan ini tadi. Terakhir, humanis itu saya flexible dengan anak-anak. Saya tidak menuntut banyak akan kemampuan anak karena saya paham B. Inggris ini bahasa asing ya mbak. Kemampuan tiap anak juga berbeda-beda sesuai fitrah dari yang Maha Kuasa bahwa “كُلُّ يَعْْمَلُ عَلَى شَاكِلَتِهِ”, setiap manusia itu sesuai dengan pembawaannya. Nah pembawaannya itu apa menyesuaikan masing-masing siswa. Jelasnya, saya mengacu kepada 4 teori pembelajaran tadi.

(You see, there are 4 learning theories, behaviorism, cognitivist, humanist, and constructivism. The behavior is about placement. So the children entering this class are automatically connected to those subjects, for example like in this class they are directly connect to English. Then the cognitive is like this learning activity. The constructivist is when they have received the material it can be developed into this conversation earlier. Lastly, as a humanist, I am flexible with children. I don't put a lot of demands on my child's abilities because I understand English is a foreign language, right, sis. The ability of each child is also different according to the nature of the Almighty said that, “كُلُّ يَعْْمَلُ عَلَى شَاكِلَتِهِ”. Every human being is according to his nature. So, the demeanor adapts to the each student. Clearly, I am referring to the 4 learning theories earlier.)

I : Baik, pak. Kemudian apa saja tips dan trik supaya siswa tertarik belajar B. Inggris dalam durasi waktu yang cukup lama?

(Okay sir. So, what are the tips and tricks to get students interested in learning English for quite a long time?)

AR : Ehm.. biasanya dengan mengadakan beragam games, seperti TTS, nyanyi, atau bagi yang pintar itu kita berikan soal-soal grammar. Kita ajarkan materi tersebut kepada seluruh siswa, tetapi biasanya yang sangat paham hanya

ada 4 orang. Maka mereka ber-4 ini akan mengajarkan apa yang mereka pahami kepada teman-teman yang lain secara berkelompok. Gampang e murid yang sudah paham ini ngimami teman-teman yang lain, agar mereka lebih memahami materi yang telah diajarkan oleh guru. Jadi tidak melulu teacher center. Selain itu juga kadang-kadang kita berikan listening dengan menyediakan audio, teks, beserta modul dan instruksinya. Kita kedepankan dulu kognitifnya lalu paling akhir jika memang benar-benar tidak bisa kita keluarkan humanism.

(Ehm.. usually by holding various games, such as crossword puzzles, singing, or for those who are smart we give grammar questions. We teach the material to all students, but usually there are only 4 people who really understand it. So the 4 of them will teach what they understand to other friends in groups. It's easier like this, students who already understand lead other friends, so that they will have better understanding about the material that has been taught by the teacher. Therefore, it's not just a teacher center. Besides, we also sometimes provide listening by providing audio, text, along with the modules and instructions. We put forward the cognitive first and lastly if we really can't handle it, we'll bring out the humanism.)

I : Bagaimana cara mengatasi kebosanan?

(How to overcome boredom?)

AR : Oh iya itu bisa pijit-pijitan, ice breakingnya itu kadang anak-anak tak kasih game pesan berantai. Kemudian saya juga memberikan game spelling dan tebak kata, dimana terjemahannya bisa dicari di kamus.

(Oh yeah, students can do massage with their friends or sometimes, I give the ice breaking to students by playing chain message games. Then I also provide spelling games and guess the words where the translations may looked for in the dictionary)

I : Kemudian perbedaan apa yang bapak rasakan ketika dulu mengajar dengan sistem tradisional biasa dengan sistem blok?

(Then what differences did you feel when you used to teach with the usual traditional system and the block scheduling system?)

AR : Hmm begini, kalau yang 80 menit (tradisional) materi kita tergantung pada LKS yang disusun oleh MGMP. Penyampaiaannya sesuai urutan bab di buku itu. Kalau yang sekarang kan kita memakai modul sendiri, jadi saya lebih enak karena bisa disesuaikan sesuai pengaturan pembelajaran saya. Jadi lebih proper karena bisa disesuaikan dengan kebutuhan siswa tanpa mengesampingkan tujuan

pembelajaran. Anak-anak bisa paham, tidak membingungkan. Secara prinsipnya mereka tau definisi, konsep, contoh dan bisa membandingkan/mencari perbedaan dengan materi yang lain, khususnya grammar.

(Well, for the 80 minutes (traditional system) our material depends on the LKS prepared by the MGMP. The presentation is in the order of the chapters in the book. Now we use our own module, so I feel more comfortable because it can be adjusted according to my learning settings. So it is more proper because it can be adapted to the needs of students without compromising learning objectives. Children can understand, they do not confusing. In principle they know definitions, concepts, examples and can compare/find differences with other materials, especially grammar.)

TRANSCRIPT OF INTERVIEW

Second Participant

Name : Ana Niastutri, S.Pd.
English Teacher : 7th Grade
Day/Date : 1st interview at June, 5th 2023
2nd interview at June, 12th 2023
Time : 1st at 03.30 pm-05.30 pm
2nd at 10.00 am-10.30 am
Initial Interviewee : “AN”

I : Assalamualaikum wr. wb. Selamat sore Bu Anna. Semoga dalam keadaan sehat wal afiat. Sebelumnya, terima kasih telah berkenan menjadi salah satu narasumber dalam penelitian ini. Selanjutnya saya mohon izin untuk perkenalan diri sejenak. Nama saya Kembang Wangsit Ramadhani, mahasiswi jurusan Tadris Bahasa Inggris UIN Maulana Malik Ibrahim Malang, saat ini sedang mengadakan penelitian dengan judul “Exploring EFL Teachers’ Teaching Strategies in Blok Scheduling System at Junior High School”. Disini saya bermaksud mewawancarai Bu Anna terkait topic tersebut.

(Assalamualaikum wr. wb. Good afternoon Mrs. Anna. Hopefully you are in good condition. Previously, thank you for agreeing to be one of the resource persons in this study. Next, I ask permission to introduce myself for a moment. My name is Kembang Wangsit Ramadhani, a student majoring in English Education Department at UIN Maulana Malik Ibrahim Malang, currently conducting research entitled "Exploring EFL Teachers’ Teaching Strategies in a Block Scheduling System at Junior High School". Here I intend to interview Mrs. Anna regarding this topic.)

AN : Waalaikumussalam wr. wb. Iya mbak Kembang terima kasih banyak sudah mau bersabar menunggu dan mohon maaf baru bisa wawancara sekarang. Karena sebelumnya sudah wawancara dengan Pak AR ya, jadi mungkin saya akan menjawab sepengetahuan saya sebagai guru mapel B. Inggris di Mts NU Pakis dan sifatnya hanya menambahkan sedikit, ya. Monggo.

(Waalaikumussalam wr. wb. Yes, Ms. Kembang, Thank you very much for being patient. I apologize for only being able to accept the interview with you this time. Because you had previously interviewed with Mr. AR, so maybe I will answer to

the best of my knowledge as an English teacher at Mts NU Pakis and it is just to complete a little, yes please.)

I : Iya, bu. Saya ucapkan terima kasih juga telah menyempatkan waktu untuk melakukan wawancara ini. Baik, untuk pertanyaan pertama bagaimana penerapan sistem pembelajaran blok di MTs NU Pakis?

(Yes, ma'am. I also thank you for taking the time to do this interview. OK, for the first question, how is the block scheduling system implemented at MTs NU Pakis?)

AN : Jadi, ee sistem pembelajaran di MTs NU Pakis ini memang menggunakan sistem pembelajaran blok, dimana sistem blok merupakan sistem pembelajaran yang menggabungkan jam studi pada tiap tatap muka suatu pelajaran yang sebelumnya dilakukan setiap minggu menjadi satu minggu penuh. Akhirnya setiap mata pelajaran menyesuaikan diri dengan penggunaan metode yang berbeda-beda sesuai kebutuhan masing-masing. Berhubung jam KBM nya ini digabung, maka dalam satu periode dibagi menjadi 4 blok. 2 blok di semester ganjil dan 2 blok di semester genap. Sehingga dalam 1 blok penyusunannya menyesuaikan dengan CP dan ATP. Jadi kita menyesuaikan CP dan diturunkan menjadi ATP lalu dibagi kedalam 4 blok dalam setahun tersebut.

(So, learning system at MTs NU Pakis uses a block scheduling system, where the block system is a learning system that combines study hours at each face-to-face lesson that was previously held every week into one full week. Eventually, each subject adjusts to the use of different methods according to their individual needs. Since the KBM hours are combined, then in one period it is divided into 4 blocks. 2 blocks in odd semester and 2 blocks in even semester. So that in 1 block of preparation it adapts to CP and ATP. So we adjusted the CP and lowered it into ATP and then divided it into 4 blocks in that year.)

I : Manfaat atau keuntungan apa yang bisa anda rasakan selama menjalankan proses KBM melalui sistem blok ini?

(What are the benefits or advantages can you experience while carrying out the teaching and learning process through this block system?)

AN : Manfaat dan keuntungan pembelajaran sistem block ini menurut kami sangat banyak, ya. Kegiatan pembelajaran menjadi lebih sistematis, praktis, dan tujuan pembelajaran jelas. Selain itu, anak bisa terfokus pada tugas yang diberikan di satu mata pelajaran itu. Mereka juga dapat fokus menyerap ilmu dari satu mata pelajaran tersebut secara tuntas baru berpindah ke mata pelajaran lain. Kita sebagai guru juga bisa terfokus pada pengambilan nilai tersebut. Selebihnya, kita

lebih mudah dalam mendorong dan membimbing siswa karena konsentrasi anak-anak itu kan tidak terpecah, ya. Kalau sekolah diluar sana mungkin siswa agak kesulitan untuk fokus karena dalam sehari terdapat 2-3 PR dengan mata pelajaran yang berbeda-beda. Nah, kalau melalui sistem blok ini guru jadi lebih mudah mengkoordinir siswa dalam penugasan dan project.

(In our opinion, there are many benefits and advantages of the block scheduling system. Learning activities become more systematic, practical, and have unambiguous learning objectives. In addition, children can focus on the assignments given in one subject. They can also focus on absorbing knowledge from one subject thoroughly and then moving on to other subjects. We as teachers can also focus on taking these values. Furthermore, it's easier for us to encourage and guide students because the children's concentration isn't divided, right? If it's a school out there, maybe it's a bit difficult for students to focus because in a day there are 2-3 homework with different subjects. So, through this block system, teachers will find it easier to coordinate students in assignments and projects.)

I : Durasi pembelajarannya kan cukup panjang dan tidak ada jeda istirahat ya, bu. Nah apakah siswa pernah merasa bosan atau ditemukan keluhan apa dari siswa?

(The duration of the lesson is quite long and there is no break, right, ma'am. So, have students ever felt bored or found any complaints from them?)

AN : Kalau untuk persoalan jenuh di kelas saya Alhamdulillah jarang ditemukan. Namun ini tidak menutup kemungkinan mengingat disetiap kelas kegiatan pembelajarannya sangat variatif. Sejauh ini saya jarang mendapatkan kasus demikian karena selain penerapan sistem pembelajaran blok juga ada moving class, dimana siswa tidak menetap di satu kelas saja. Setiap 3 hari sekali mereka akan berpindah-pindah kelas sesuai jadwal mata pelajaran. Namun saya sering mendapati mereka mengeluhkan adanya project. Jadi paling tidak dalam satu block kita harus mengadakan satu project untuk mereka, ntah pembuatan karya dalam bentuk digital secara online maupun manual secara offline, seperti kerajinan dan via youtube maupun aplikasi lain. Mereka terkendala perangkat memori hp yang terbatas untuk pembuatan tugas-tugas berbasis digital. Oleh karena itu, kami meminimalisir project berbasis online.

(The problem of boredom in my class, Alhamdulillah, it is rarely found. But this does not rule out the possibility considering that in each class the learning activities are very varied. So far, I have rarely had such cases because besides implementing the block scheduling system, there are also moving classes, where students do not stay in one class. Every 3 days they will move classes according to

the subject schedule. But I often find them complaining about the project. At least in one block we have to organize a project for them, whether it's making works in digital form online or manually offline, such as crafts and via YouTube or other applications. They are constrained by limited cellphone memory devices for making digital-based tasks. Therefore, we minimize online-based projects.)

I : Project berbasis manual yang ibu berikan biasanya berupa apa?

(What kind of manual-based projects do you usually give?)

AN : Macam-macam sih mbak Kembang, tapi mungkin yang pernah saya lakukan di kelas 7 itu ada satu bab judulnya “Culinary and Me”. Disana siswa belajar tentang jenis-jenis makanan, rasa makanan, lalu sebagai latihan mereka akan mendeskripsikan suatu makanan serta cara pembuatannya. Project yang saya buat ini mengarah kepada mendemonstrasikan sebuah hidangan dan dipresentasikan cara pembuatannya di depan kelas. Sementara itu, tugas project berbasis online saya berikan pada materi “This is my school”, dimana siswa akan membuat vlog tentang kegiatan sekolah. Tugas manual lain yang saya berikan misal pada materi “Direction”. Para siswa akan mendapat tugas menggambar petunjuk arah dan peringatan-peringatan lalu lintas dalam B. Inggris.

(There are several things, Ms. Kembang, but maybe what I did in grade 7th had a chapter entitled "Culinary and Me". There students learn about the types of food and the taste. Then as practice they will describe a food and how it is made. This project that I made leads to demonstrate a dish and presenting how to make it in front of the class. Meanwhile, I gave the online-based project assignment on the material "This is my school", where students will make vlogs about school activities. Moreover, another manual task that I gave, for example, in the "Direction" material. The students will have the task of drawing directions and traffic warnings in English.)

I : Wah sangat menarik sekali ya bu tugas-tugasnya. Selain itu apa kesulitan atau kendala lain yang dihadapi saat mengajar melalui sistem pembelajaran blok ini?

(Wow, the assignments are very interesting, ma'am. In addition, what are the difficulties or other obstacles encountered when teaching through this block scheduling system?)

AN : Saya bilangya bukan kendala mungkin lebih tepatnya tantangan. Pada sistem blok ini kita dihadapkan dengan kurikulum merdeka yang menjadi tantangan besar bagi guru. Guru harus menyiapkan dan menyesuaikan model pembelajaran dengan membuat modul belajar sesuai CP dan ATP dengan

memperhatikan kapasitas kemampuan anak. Selain itu kita juga harus memikirkan kegiatan-kegiatan pembelajaran dan memberi ruang yang menyenangkan untuk belajar.

(I said that's not a problem, maybe it's a challenge. In this block system, we are faced with an merdeka curriculum which is a big challenge for teachers. The teacher must prepare and adjust the learning model by making learning modules according to CP and ATP taking into the child's capacity. Besides, we also have to think about learning activities and provide a pleasant space for learning.)

I : Selain itu faktor apa saja yang dipertimbangkan dalam memilih strategi pembelajaran, bu?

(Besides that, what factors are considered in choosing a teaching strategy, ma'am?)

AN : Saya pribadi untuk pertimbangan ini berbeda-beda ya, mbak. Misal pada awal pertemuan untuk kelas 7 di semester ganjil saya akan melihat kondisi siswa terlebih dahulu secara pengetahuan B. Inggrisnya. Saya biasa memberikan berbagai pertanyaan seputar materi B. Inggris dasar yang mungkin telah mereka pelajari selama di SD/MI. Selanjutnya, saya menjadikan kemampuan dan karakter peserta didik sebagai tolok ukur dalam menentukan strategi pembelajaran yang tepat bagi mereka. Terkadang meskipun satu angkatan tetapi tidak bisa diberlakukan sama. Guru harus melihat kondisi umum peserta didik di setiap kelas. Disini kelas antara putra dan putri dipisah, sehingga guru juga harus bijak dalam menyikapi respon para siswa di kelas masing-masing.

(I personally have different considerations, sis. For example, at the beginning of the meeting for grade 7th in an odd semester, I would first look at the students' abilities in their English knowledge. I usually ask various questions about basic English material that they might have learned while in primary school (SD/MI). Furthermore, I use the ability and character of students as a benchmark in determining the teaching strategy for them. Sometimes, one generation cannot be treated the same. The teacher must look at the general condition of students in each class. Here the classes between boys and girls are separated, so teachers must also be wise in addressing to the responses of students in their respective classes.)

I : Langkah apa yang ibu ambil untuk menghadapi keberagaman tersebut?

(What are the steps did you take to deal with this diversity?)

AN : Baik, mbak Kembang jadi setelah saya analisa keberagaman karakter dan tingkat kemampuan siswa selanjutnya saya pikirkan bagaimana management kelasnya. Dalam management kelas ini terdapat prosedur dan aturan yang harus ditaati seluruh warga kelas ketika pembelajaran saya. Kemudian saat proses pembelajaran berlangsung akan diberlakukan point, skor tentang bagaimana siswa dapat berkontribusi dan bersinergi satu sama lain. Jadi tiap guru memiliki aturan yang berbeda. Management kelas ini berkaitan dengan strategi apa yang bisa menopang KBM sehingga mata pelajaran bisa berlangsung dengan nyaman dan semaksimal mungkin dengan hasil yang sesuai harapan.

(All right, Ms. Kembang, so after I analyzed the diversity of characters and the ability levels of the students, then I thought about how the class would be managed. In this class management, there are procedures and rules that must be obeyed by all class members when studying. When the learning process is running, the taking place of points and scores will be applied to how students can contribute and work together with one another. So each teacher has different rules. Class management is related to what strategies can support teaching and learning activities so that subjects can take place comfortably and as optimally as possible with expected results.)

I : Kemudian strategi pembelajaran apa yang ibu terapkan dalam KBM di sistem pembelajaran blok ini?

(Then what are the teaching strategies did you apply in teaching and learning in this block scheduling system?)

AN : Strategi pembelajaran yang saya pilih beragam menyesuaikan kondisi siswa dan materi pelajaran. Misal materinya tentang diskusi maka akan saya berlakukan kegiatan berpikir-berpasangan-dan berbagi (TPS). Jadi, saya memberikan materi kepada siswa lalu mereka diminta untuk membuat kelompok secara berpasangan dan berdiskusi terkait materi tersebut. Setelah itu, hasil diskusi tersebut dibagikan kepada teman sekelas.

(I choose variety of the teaching strategy according to the conditions of the students and the subject matter. For example, the material is about discussion, so I will apply the think in pairs and share activity (TPS). So, I gave the material to the students and then they were asked to form groups in pairs and discuss the material. After that, the results of the discussion were shared with classmates.)

I : Apakah project itu juga termasuk bagian dari strategi pembelajaran, bu?

(Is the project also being a part of the teaching strategy, ma'am?)

AN : Iya, pembelajaran berbasis project juga masuk dalam strategi pembelajaran. Selain itu, strategi pembelajaran lain yang sering saya gunakan diantaranya: Inquiry learning seperti pada materi “Culinary and Me”. Siswa diberikan materi seputar makanan dan berbagai jenis rasa dalam makanan lalu teori dalam buku tersebut dikaitkan dengan situasi sekitar siswa. Mereka menyelidiki berbagai jenis rasa pada makanan di Indonesia. Dari sana mereka menemukan temuan-temuan. Selanjutnya temuan itu dipresentasikan di depan kelas atau di kelompoknya masing-masing. Selain itu ada juga cooperative learning, dan mungkin yang baru-baru ini ada di kurikulum merdeka itu ada strategi student team achievement division (STAD) yang menggabungkan kerja sama tim dalam menyelesaikan quiz.

(Yes, project-based learning is also included in the teaching strategy. Besides that, other teaching strategies that I often use include: Inquiry learning as in the material "Culinary and Me". Students are given material about foods and beverages and various types of flavors. Then the theory in the book is related to the situation around students. They investigate the different types of flavors in several Indonesian foods. From there they found the findings. After that, the findings are presented in front of the class or in their respective groups. Moreover there is cooperative learning, and maybe recently in the merdeka curriculum there is a Student Team Achievement Division (STAD) strategy that combines teamwork in solving quizzes.)

I : Selain itu aktifitas apa yang sering ibu berikan untuk mengisi waktu disela-sela kegiatan pembelajaran?

(Apart from that, what activities do you often provide to fill the time between learning activities?)

AN : Ooo kalau yang ini paling banyak saya lakukan adalah ice breaking pada umumnya begitu, tepuk-tepuk atau nyanyi-nyanyi dan terkadang tebak gambar. Selain itu saya perbanyak latihan soal-soal.

(Oh, what I do most of the time is ice breaking in general, clapping or singing and sometimes guessing pictures. In addition, I do a lot of practice questions.)

Appendix 6 – Observation and Field Notes

Research Instrument

OBSERVATION GUIDELINE

Researcher will observe learning activities carried out by teachers in class. Then Observation guidelines are taken from Haudi's statement (2021) regarding the steps of learning activities in class and adapted according to research needs in the field.

No.	Learning Section	Element of Activities	Implementation		Annotation
			Yes	No	
1.	The Beginning of Lesson (Pre-Instructional Step)	The teacher asks the students' attendance and notes those who are absent	✓		- Pray before studying - Al-Fatihah 3X - Greeting ... (Assalam) - Notice who are absent
		Asking students how far the discussion of previous learning has come	✓		- Timbawan membawa kamus manual - Bahasan materi terakhir
		Asking questions to students in class, or certain students about the lesson material given before.	✓		- Mengul beberapa siswa untuk menarab pertanyaan ser spontan, yg lain kan be mengangah - Recalling (pronunciation + vocab)
		Provide opportunities for students to ask about the previous lesson material that they have not understood yet.	✓		
		Briefly repeating past lesson material, but covering all aspects of material that have been discussed previously.		✓	
2.	The Learning Process (Instructional Step)	Teacher explains to students the learning objectives that must be achieved by students.	✓		Guru menyampaikan cakupan materi & kegiatan pembelajaran sesuai dg kontrol belajar
		Students write down the main material from the source book that has been prepared before.	✓		Para siswa menulis hasil pengamatan guru
		Discuss the main material that has been written.	✓		Pengelasan materi dijelaskan ser sepenuhnya oleh guru secara verbalis para siswa menyimak dg selektif
		For each subject matter discussed, concrete examples should be given.	✓		Example in sentences & text

		The use of teaching aids to clarify the discussion of each subject matter that has been required.	✓		Gambar & media pembelajaran adalah modul agar yg diajarkan oleh guru lebih jelas
		Summarize discussion results of the subject matter.	✓		Peserta didik diwajibkan menjadi beberapa kelompok & mendiskusikan materi
3.	The Assessment and Further Action Step	Repeat the material that has been taught.	✓		Peserta didik dan beberapa anggota kelompok rtg materi yg telah dipelajari
		Providing homework.		✓	providing exercise
		Providing advice or motivation.	✓		guru melakukan refleksi pembelajaran hari ini bersama-sama siswa
		Closing statement.	✓		guru menyampaikan materi yg akan dipelajari besok, di dalam kelas dan rumah.

→ pembelajaran yg telah disampaikan o/ guru hapel bersama anggota kelompok masing-masing (belajar dg teman sejawat)

→ asking the possibility of previous material that have not understood yet by students.

Notes! (Additional Activities)

- Reading text yg berkaitan dg grammar yg sedang diajarkan
 - ready by self (loudly) & melancarkan artikulasi kata b. Inggris → pronunciation
 - Reading one by one randomly (sesuai yg ditunjuk guru)
 - Reading checked by teacher
 - Repeating their friends reading

Appendix 7 – Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Pertemuan ke-1

Madrasah : MTs NU Pakis	Kelas/Semester : VIII / Genap
Mata Pelajaran : BAHASA INGGRIS	Alokasi Waktu : 5JP (1 x Pertemuan)

A. KOMPETENSI DASAR

3.7 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)

4.7 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks

B. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran peserta didik dapat:

1. Memahami fungsi sosial dan struktur teks simple present serta untuk berinteraksi dengan lingkungan sekitar.

C. INDIKATOR PENCAPAIAN TUJUAN PEMBELAJARAN

1. Menjelaskan pengertian simple present
2. Mengidentifikasi kalimat verbal dan nominal

D. MATERI ESENSIAL

1. Pengertian simple present
2. Perbedaan kalimat verbal dan nominal

E. METODE PEMBELAJARAN

Ceramah, Tanya jawab, Demonstrasi, Diskusi

F. MEDIA PEMBELAJARAN

1. Buku siswa Bahasa Inggris kelas VIII
2. Modul siswa Bahasa Inggris kelas VIII
3. Browsing di internet

G. LANGKAH-LANGKAH PEMBELAJARAN MODEL KONTEKSTUAL

	Alokasi waktu	Kegiatan
PENDAHULUAN	09.00-09.10	1. Guru memberi salam dan menyapa peserta didik, mengajak berdoa dan mengecek kehadiran peserta didik 2. Guru memberikan apersepsi dan motivasi 3. Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran (sesuai kontrak belajar) 4. Guru menyampaikan tujuan dan manfaat pembelajaran tentang materi yang akan diajarkan
	09.10-09.30	Guru mengajak Peserta didik untuk menyimak dan membaca materi tentang pengertian simple present, kalimat verbal dan nominal
KEGIATAN INTI	09.30-10.00	Guru mengajak peserta didik untuk memahami pengertian tentang simple present, kalimat verbal dan nominal dari kamus maupun dari buku Peserta didik membacakan pengertian tentang simple present beserta ciri-cirinya dan membacakan perbedaan kalimat verbal dan nominal

	10.00-10.30	Guru memaparkan beberapa fenomena atau contoh-contoh kalimat lain yang biasa tertulis di buku LKS Bahasa Inggris
	10.30-11.30	Peserta didik membuat kelompok untuk berdiskusi terlebih dahulu lalu mempresentasikan di depan kelompoknya masing-masing
	11.30-12.00	Guru memberikan evaluasi pembelajaran dengan menjawab soal harian.
	12.00-12.10	Guru bersama Peserta didik merefleksi pengalaman pembelajaran yang telah dipelajari. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
PENUTUP	12.00 – 12.20	Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya tentang regular dan irregular verb beserta ciri-cirinya.

H. PENILAIAN

1. **Penilaian Sikap:** Sikap siswa saat berdoa, kebersihan, kerapian, kesopanan dan kesehatan, keaktifan siswa dalam pembelajaran
2. **Pengetahuan:** Rangkuman, soal harian
3. **Keterampilan:** Presentasi dan menyelesaikan soal.

Mengetahui

Pakis, Maret 2023

Kepala Madrasah

Guru Mata Pelajaran

Najmah, S.Pd, M.Pd

Abdul Rokhim, S.Pd

Appendix 8 – Documentation

(Subjects-Arrangement of Block Scheduling System)

 PEMBAGIAN JADWAL MENGAJAR MTs NAHDLATUL ULAMA PAKIS SEMESTER GENAP TAHUN PELAJARAN 2022-2023 APRIL - JUNI 2023 BLOK IV Kls 7 dan 8						
BULAN	PEKAN	Tanggal	7A	7B	8A	8B
Maret 2023	1#	13-15 Mar	IPA	IPS	BIN	MTK
		16-18 Mar	MTK	TIK	BING	IPA
	2#	20-22 Mar	IPA	IPS	BIN	MTK
		23-25 Mar	Lbr Awl P.	Lbr Awl P.	Lbr Awl P.	Lbr Awl P.
	3#	27-29 Mar	IPS	BIN	PKN	IPA
		30-1 (Apr)	MTK	PKN	BING	BAR
April 2023	4#	3-5 Apr	IPS	BIN	MTK	SKI
		6-8 Apr	BAR	BING	SKI	AA
	5#	10-12 Apr	PKN	IPA	MTK	IPS
		13-15 Apr	TIK	BING	AWJ	PKN
	6#	17-19 Apr	Ponrom	Ponrom	Ponrom	Ponrom
		20-22 Apr	Lbr HR. ID	Lbr HR. ID	Lbr HR. ID	Lbr HR. ID
		24-26 Apr	Lbr HR. ID	Lbr HR. ID	Lbr HR. ID	Lbr HR. ID
		27-29 Apr	Lbr HR. ID	Lbr HR. ID	Lbr HR. ID	Lbr HR. ID
Mei 2023	8#	2 Mei	Halal Bi Hll	Halal Bi Hll	Halal Bi Hll	Halal Bi Hll
		3-5 Mei	FKH	IPA	PRK	IPS
	9#	8-10 Mei	PRK	QH	BAR	FKH
		11-13 Mei	QH	MTK	IPA	TIK
	10#	15-17 Mei	AA	BAR	FKH	PRK
		18-20 Mei	Wisata 7,8	Wisata 7,8	Wisata 7,8	Wisata 7,8
	11#	22-24 Mei	BIN	PRK	QH	AWJ
		25-27 Mei	SKI	MTK	IPA	QH
	9#	29-31 Mei	BIN	FKH	IPS	BING
Juni 2023		1-3 Jun	Wisata 9	Wisata 9	Wisata 9	Wisata 9
	10#	5-7 Jun	BING	AA	IPS	BIN
		8-10 Jun	AWJ	SKI	TIK	BING
	11#	12-14 Jun	BING	AWJ	AA	BIN
		15-17 Jun	Uj. Ubudiy	Uj. Ubudiy	Uj. Ubudiy	Uj. Ubudiy
	11#	19-21 Jun	Portofolio	Portofolio	Portofolio	Portofolio
		22-24 Jun	RAPORTAN	RAPORTAN	RAPORTAN	RAPORTAN
		26-15 Juli	Lbr Sem II	Lbr Sem II	Lbr Sem II	Lbr Sem II

(English Teachers' Interview)



(Teacher explains the material using Expository Learning)



(Teacher teaches using Project-based Learning)



(Inquiry Learning)



Appendix 9 – Letter of Completion Research



LEMBAGA PENDIDIKAN MA'ARIF NU
MTs NAHDLATUL ULAMA
TERAKREDITASI A NPSN : 20581294 NSM : 121235070092

LEPA

Nomor : 238/MTs NU/20/05/VIII/2023
Hal : Surat Keterangan Selesai Penelitian

Yth. Pimpinan FTIK Universitas Islam Negeri Maulana Malik Ibrahim Malang
Jl. Gajayana 50 Malang Jawa Timur
di tempat

Assalamualaikum War. Wab.

Sehubungan dengan surat permohonan ijin mengadakan penelitian sebagai prasyarat untuk penyusunan Skripsi (S1) atas nama mahasiswa:

Nama : Kembang Wangsit Ramadhani
NIM : 19180035
Jurusan : Pendidikan Bahasa Inggris

Menerangkan dengan sebenarnya bahwa nama tersebut telah menyelesaikan penelitian di MTs NU Pakis Kab. Malang pada bulan **Maret s.d Juni 2023** dengan judul:

"Exploring EFL Teachers' Teaching Strategies in Block Scheduling System at Junior High School"

Demikian surat keterangan ini dibuat atas perhatian dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum War. Wab.

Malang, 31 Agustus 2023
Kepala Madrasah



Islami Cerdas Berprestasi

Bunut Wetan 986 Kec. Pakis Kab. Malang 65154 Tlp. 0341-795733 email : mtsnupakis@gmail.com Website : www.mtsnupakis.scb.id

Appendix 10 – Thesis Consultation Sheet



**UNIVERSITAS ISLAM NEGERI
MAULANA MALIK IBRAHIM MALANG**
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana No. 50 telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://tarbiyah.uin-malang.ac.id> email : tbi_uinmalang@yahoo.com

BUKTI KONSULTASI SKRIPSI JURUSAN TADRIS BAHASA INGGRIS

Nama : Kembang Wangsit Ramadhani
NIM : 19180035
Judul : Exploring EFL Teachers' Teaching Strategies in Block
Scheduling System at Junior High School
Dosen Pembimbing : Dr. H. Langgeng Budianto, M.Pd
NIP : 19711014 200312 1 001

No.	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Dosen Pembimbing
1.	04/11/2022	Penyusunan proposal & Sistematika bimbingan	
2.	18/01/2023	Pengumpulan BAB 1-3	
3.	23/01/2023	Revisi BAB 1-3 dan arahan pembuatan instrument penelitian	
4.	06/02/2023	Finalisasi proposal dan TTD persetujuan	
5.	27/02/2023	Pengajuan validasi instrument penelitian	
6.	15/03/2023	Revisi BAB 1-3 (pasca sempro)	
7.	22/05/2023	Revisi BAB 1-3 part 2	
8.	17/07/2023	Konsultasi BAB 4-5	
9.	26/07/2023	Revisi BAB 4-5	
10.	02/08/2023	Konsultasi BAB 1-5 beserta abstrak	
11.	16/08/2023	Pengumpulan lampiran (Appendix)	
12.	25/08/2023	Finalisasi draft skripsi (Lengkap)	
13.	05/09/2023	Tanda Tangan Approval Sheet sidang	

Menyetujui,
Dosen Pembimbing

Prof. Dr. H. Langgeng Budianto, M.Pd
NIP. 197110142003121001

Malang, 5 September 2023
Mengetahui,
Ketua Jurusan TBI

Prof. Dr. H. Langgeng Budianto, M.Pd
NIP. 197110142003121001

Appendix 11 – Curriculum Vitae

CURRICULUM VITAE

Name : Kembang Wangsit Ramadhani
ID Number : 19180035
Place, Date of Birth : Pacitan, January 3rd 1999
Faculty : Education and Teacher Training
Department (Year) : English Education (2019)
Address : St. Ki Ageng Bandung, 03/05 Hadiluwih,
Ngadirojo, Pacitan, East Java.
E-mail : kembangwangsit319@gmail.com



Educational Background:

2004-2005 TK Aisyiyah Wadunggetas Klaten
2005-2011 SDN 1 Hadiluwih
2011-2014 SMPN 1 Ngadirojo Pacitan
2014-2018 ITTC Ta'mirul Islam Surakarta
2019-2023 UIN Maulana Malik Ibrahim Malang

Malang, September 5th 2023

Kembang Wangsit Ramadhani

NIM. 19180035