

**EXPLORING AN ENGLISH TEACHER'S STRATEGIES
IN TEACHING EXPRESSING FEELINGS : A CASE STUDY
OF CLASS VIII.1 AT SMPN 2 PANYABUNGAN**

A THESIS

Submitted to the Department of English Education in a
Partial Fulfilment of the Requirement for the Degree of Strata I
(Bachelor of Education) in English Language Education



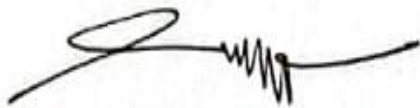
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STATE COLLEGE OF ISLAMIC STUDIES
MANDAILING NATAL
2026**

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ABSTRACT

Winda Amalia 2026 : Exploring An English Teacher's Strategies In Teaching Expressing Feelings: A Case Study Of Class VIII.1 At Smpn 2 Panyabungan

This study explored the strategies used by an English teacher in teaching expressing feelings to Class VIII.1 at SMPN 2 Panyabungan, the challenges she faced, and the students' responses. A qualitative case study design was used to describe one bounded classroom in depth. Data were collected through one classroom observation, an interview with the teacher, and interviews with all twenty students, then analyzed with the Miles, Huberman, and Saldana model and strengthened by triangulation and member checking. Kumaravadivelu (2003) macrostrategies and Brown & Lee (2015) questioning strategies were used to decide which classroom practices could be called strategies. The findings show three strategies, namely contextualizing linguistic input, facilitating negotiated interaction through pair work, dialogue, and role play, and questioning. These strategies were supported by visual media, pronunciation modelling, drilling, feedback, monitoring, and additional explanation, which were not counted as strategies because the frameworks used in this study do not describe them as strategies. The practices were applied progressively, from visual and contextual understanding to guided practice and communication. The teacher faced challenges such as pronunciation difficulties, differing participation, limited lesson time, and the need to adjust explanations and grouping, which she handled through repetition, additional examples, and flexible pair work. Most of the students responded positively to videos, pictures, pair work, role play, and feedback, although some felt nervous when speaking alone. The study suggests that academic ability in unggulan class does not always match oral confidence, so teachers need to combine strategies with support for students' readiness to speak.

Keywords: *teacher strategies, expressing feelings, macrostrategies, negotiated interaction, case study*

ABSTRAK

Winda Amalia 2026 : Exploring An English Teacher's Strategies In Teaching Expressing Feelings: A Case Study Of Class VIII.1 At Smpn 2 Panyabungan

Penelitian ini mengeksplorasi strategi yang digunakan guru bahasa Inggris dalam mengajarkan expressing feelings di kelas VIII.1 SMPN 2 Panyabungan, tantangan yang dihadapinya, serta respons siswa. Penelitian menggunakan desain studi kasus kualitatif untuk menggambarkan satu kelas tertentu secara mendalam. Data dikumpulkan melalui satu kali observasi kelas, wawancara dengan guru, dan wawancara dengan seluruh dua puluh siswa, kemudian dianalisis dengan model Miles, Huberman, dan Saldana serta diperkuat dengan triangulasi dan member checking. Makrostrategi dari Kumaravadivelu (2003) dan strategi bertanya dari Brown & Lee (2015) digunakan untuk menentukan praktik kelas mana yang dapat disebut strategi. Hasil penelitian ini menunjukkan tiga strategi, yaitu mengontekstualisasikan input kebahasaan, memfasilitasi interaksi yang dinegosiasikan melalui kerja berpasangan, dialog, dan bermain peran, serta bertanya. Strategi tersebut didukung oleh media visual, pemodelan pelafalan, drilling, umpan balik, pemantauan, dan penjelasan tambahan, yang tidak dihitung sebagai strategi karena kerangka teori yang digunakan tidak menyebutnya demikian. Praktik-praktik tersebut diterapkan guru secara bertahap, dari pemahaman visual dan kontekstual menuju latihan terbimbing dan komunikasi. Guru menghadapi beberapa tantangan berupa kesulitan pelafalan, perbedaan tingkat partisipasi, waktu pembelajaran yang terbatas, dan kebutuhan menyesuaikan penjelasan serta pengelompokan, yang ia atasi dengan cara pengulangan, contoh tambahan, dan kerja berpasangan yang fleksibel. Sebagian besar siswa kelas VIII.1 merespons positif terhadap video, gambar, kerja berpasangan, bermain peran, dan umpan balik, meskipun sebagian merasa gugup ketika berbicara sendiri. Penelitian ini menunjukkan bahwa kemampuan akademik di kelas unggulan tidak selalu sejalan dengan kepercayaan diri berbicara, sehingga guru perlu menggabungkan strategi dengan dukungan bagi kesiapan siswa untuk berbicara di kelas bahasa Inggris tingkat SMP.

Kata Kunci: strategi guru, expressing feelings, makrostrategi, interaksi yang dinegosiasikan, studi kasus

DEDICATION

This thesis is dedicated to:

- My beloved mom, who has never stopped praying for me, working hard, and believing that education can open a better future for her child. She has given so much so that I could keep studying until this point. Every page of this thesis carries her love, patience, and sacrifice. I hope this small achievement can bring a smile to her face.
- My beloved sister, Raen Zamila, and my beloved brother, Rayhan Alva Reza. Thank you for the advice, the laughter, and the reminders to keep going whenever I felt tired. Having both of you as my family has given me courage, and I hope this achievement makes you proud.
- My respected lecturers and examiners, who have generously shared their time, knowledge, and honest feedback with me. Their patient guidance has taught me not only how to write a thesis, but also how to think carefully and work responsibly. I hope this thesis can be a small proof that their efforts were not in vain.

All my friends in the 2022 English Education Program, for every moment, encouragement, laughter, and challenge we shared along the way. Thank you for making this journey more meaningful and memorable

MOTTO

"Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya."

(Q.S. Al-Baqarah: 286)

"You get to do things that you're scared of, and that's, I think, when the most growth happens." (Maudy Ayunda)

"Long story short, I survived." (Taylor Swift)

"Every small step still counts, as long as I keep walking." Winda Amalia
(Researcher)



ACKNOWLEDGEMENT

The researcher would like to express her deepest gratitude to Allah SWT for His endless blessings, guidance, health, and mercy, which have enabled the researcher to complete this thesis entitled *"Exploring an English Teacher's Strategies in Teaching Expressing Feelings: A Case Study of Class VIII.1 at SMPN 2 Panyabungan"*. This thesis is submitted to the English Education Department of the State College of Islamic Studies Mandailing Natal as a partial requirement for obtaining the Bachelor's Degree in Education (Strata 1/S1). Peace and blessings be upon the noble Prophet Muhammad S.A.W., who has guided humanity from darkness to light. The researcher realizes that this thesis could not have been finished without the help of many people. Throughout the process of writing it, the researcher received support, encouragement, suggestions, and constructive feedback in many forms, both academic and personal. Therefore, on this special occasion, the researcher would like to extend her sincere thanks and appreciation to the following people:

1. **Dr. Mara Samin Lubis, M.Ed** as the head of STAIN Mandailing Natal.
2. **Dr. Amrizal, M.Pd** and **Mrs. Rica Umrina Lubis, M.Hum** the head and the secretary of the English Department, for the permission, guidance, and attention they gave while the researcher carried out this research.
3. **Mrs. Dr Syamsiah Depalina Siregar, M.Pd** and **Mr. Muhammad Hasyimsyah Batubara, M.Hum** as the researcher's thesis advisors, for their time, patience, instruction, and guidance. Their corrections and suggestions, from the research proposal to the final thesis, helped the researcher to improve this work step by step. The researcher learned a great deal from every consultation and revision.
4. **Mrs. Ayu Meita Puteri Siregar, M.Pd** the validator and the inter-rater reliability of the thesis, for taking the time to review the research instruments and for their support, corrections, and suggestions, so that the instruments became clearer and more suitable to be used in the field.

5. **Mrs. Ayu Meita Puteri Siregar, M.Pd and Mr. Muhammad Ari Saputra, M.Pd**, the examiners of the thesis, for their time, attention, corrections, and suggestions. Their questions and comments helped the researcher to see the weaknesses of this thesis and to improve it.
6. **All the lecturers and all the secretariat officers of STAIN Mandailing Natal**. The lecturers have shared their knowledge and experience throughout the researcher's years of study, and the secretariat officers have helped with the administrative needs of this thesis. Thank you for your endless support.
7. **My beloved mother**, thank you for every prayer that you whispered for me, often without my knowing. You taught me to be patient, to be humble, and to keep trying even when the road felt very long. Whenever I was tired and wanted to stop, your voice and your trust in me helped me stand up again. You never asked for anything in return, and that makes me want to do my best even more. This thesis is a small gift for all the sacrifices you have made, and I hope it makes you proud. May Allah always protect you and reward your love with health, happiness, and a long life.
8. **My beloved sister, Raen Zamila Tanjung, and my beloved brother, Rayhan Alva Reza Tanjung**, thank you for being among my first supporters. Thank you for the advice that guided me, the jokes that lightened my mood, and the reminders to keep going whenever I felt like giving up. You listened when I needed to talk, and you stayed close when things felt heavy. I am grateful to have you as my siblings, and I hope this achievement makes you proud. May Allah always bless our family with love and togetherness.
9. **My best friend, Adji Putrah Halomoan**, thank you for always being on my side. You encouraged me, helped me, and kept my spirit up from the beginning until the end of this thesis. Even though you can be annoying sometimes, you always showed up when I felt lost, and you never waited for me to ask for help. Your presence reminded me that I did not have to carry everything alone. I am truly grateful for every little thing you did for me, and I hope we can keep supporting each other in the next chapters of our lives.

10. **My dear friend, Eka Abelia Putri**, we have been friends for nine years, from the same senior high school to the same university. Thank you for staying with me through so many seasons of life, from school uniforms to thesis revisions. You have seen me at my best and at my worst, and you have never walked away. Your friendship means a lot to me, and I hope it will last for many years ahead.
11. **My college friend, Laila Saqila Putri**, thank you for supporting me throughout my college life. Your encouragement and your willingness to listen made the hard days easier to face, and your kindness made the long process of finishing this thesis feel lighter. I am glad that we could walk through this journey together, and I wish you success in everything that you plan.
12. **My lovely friends, all my friends in the Department of English Language Education of 2022**, who fought together to achieve a Bachelor's degree. Thank you for the classes, the discussions, the laughter, and the encouragement we shared along the way. I hope all of us can reach our dreams and become useful people for others.
13. Lastly, the writer would like to express her gratitude to herself, **Winda Amalia**. Thank you for not giving up through the long process of revising, rewriting, and waiting. There were days when you doubted yourself and days when you felt tired, but you kept showing up and finished what you started. Thank you for being patient with the process and for choosing to keep learning. May this thesis become the beginning of better things ahead. Keep growing, keep being kind, and be proud of how far you have come.

Panyabungan, October 2026

Winda Amalia

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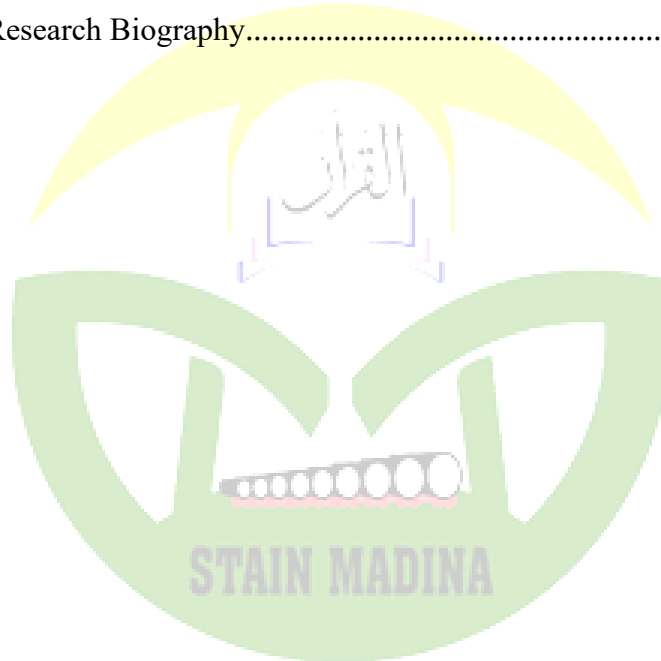
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CHAPTER I

INTRODUCTION

A. Background Of The Study

English is taught as a compulsory subject at the junior high school level in Indonesia. In an English as a Foreign Language (EFL) context, many students encounter English mainly through classroom instruction rather than through regular communication outside school. Consequently, English teachers play an important role in selecting and organizing classroom activities that enable students to understand and use English meaningfully. In the Merdeka Curriculum, English learning in Phase D, which covers Grades VII, VIII, and IX, is directed toward enabling students to interact, exchange ideas, share experiences, express opinions, and communicate in familiar formal and informal situations. It also emphasizes the use of relevant vocabulary and simple language structures to support students' ability to communicate in English (Badan Standar Kurikulum Dan Asesmen Pendidikan., 2022).

One of the English language materials related to students' everyday communication is expressing feelings. This material is important because students frequently need to express how they feel and respond to other people's feelings in everyday situations. In the English classroom, expressing feelings may involve feeling-related words, simple expressions, sentence patterns, pronunciation, short oral responses, dialogues, and contextual practice. Expressing feelings is therefore not limited to memorizing individual vocabulary items but also involves understanding how words and expressions are used to communicate emotional conditions in appropriate Nation (2022). The specific material boundaries in this study followed the textbook, teacher's module, media, and tasks that Miss R actually used when teaching Class VIII.1, as confirmed during data collection.

Preliminary information from Miss R indicated that the material commonly included adjectives such as happy, sad, angry, afraid, bored, excited, worried, and nervous, together with simple expressions such as I am

happy and I feel sad. These words and patterns were part of the material, but they were not the main focus of the research. The present study did not investigate students' vocabulary problems or measure vocabulary achievement. Instead, it explored the deliberate actions used by the teacher to present, practise, and reinforce expressing feelings in the classroom.

Teaching expressing feelings requires teachers to make purposeful decisions about how the material is introduced, explained, practised, and reinforced. According to Harmer (2015), teachers constantly move between presenting new language, providing examples, and guiding students toward more independent practice; therefore, the sequence a teacher chooses is itself part of the teaching strategy. Brown & Lee (2015) similarly emphasize principled classroom decisions that take into account learner characteristics, meaningful language use, interaction, and feedback. Therefore, the present study concentrated on the strategies selected and applied by Miss R when teaching expressing feelings, rather than on concepts that were outside the focus of the research.

Teaching expressing feelings requires more than providing translations of individual words. Teachers need to connect expressions with familiar situations, provide clear examples, model pronunciation, guide students in using appropriate sentence patterns, organize opportunities for practice, and provide feedback. Nation (2022) explains that knowing a word involves knowing its form, meaning, and use. This means that teachers need to help students understand not only what a feeling-related word means but also how it can be used in a sentence and in a particular situation. Harmer (2015) also explains that teachers may function as organizers, assessors, prompters, resources, and tutors, and these roles become visible through the strategies teachers apply during a lesson.

The preliminary interview indicated that Miss R applied several instructional practices when teaching expressing feelings. She introduced the material through situations related to students' experiences, presented facial expressions and emoticons through pictures, videos, and a smart board,

modelled the pronunciation of words and expressions, and used repetition or drilling to provide guided oral practice. She also organized discussion and group tasks. One activity described by Miss R involved asking students to create emoticons from origami and explain the feelings represented by their work. Problem-oriented questions and collaborative work were used to encourage students to connect an expression with a situation rather than simply memorize its Indonesian translation.

These practices can be organized by their level. The use of familiar situations represents contextualizing linguistic input. Discussion, pair work, and group tasks represent interaction between students and between students and the teacher. Guiding questions represent questioning. Pictures, videos, emoticons, and the smart board support the lesson as visual resources. Pronunciation modelling and drilling represent supporting techniques, while correction, praise, and clarification represent teacher actions. According to Miss R, such activities were intended to attract students' attention and encourage participation. However, the present study did not assume that the practices were automatically effective. Their actual implementation, the teacher's reasons for selecting them, the challenges that emerged in the classroom, and the students' responses to them were examined systematically.

The classroom selected for this research was Class VIII.1 at SMPN 2 Panyabungan. Class VIII.1 was *unggulan* class, meaning that it was formed from students with a relatively strong academic profile, and it consisted of 20 students. Miss R was selected because she taught English in Class VIII.1 and had direct knowledge of the students' learning characteristics. Because Class VIII.1 was *unggulan* class, the students' general learning pace, confidence, and participation might differ from those of students in a regular class. Therefore, the findings of this study described what occurred specifically in this classroom rather than representing junior high school classrooms in general.

The characteristics of the selected class were also relevant to the study because a class with a particular academic profile might require the teacher to make instructional decisions appropriate to the students' learning conditions.

The teacher might need to determine how much explanation was needed, how to provide practice, how to encourage students to participate, and how to respond when students experienced difficulties. These decisions made the teacher's strategies an appropriate focus for an in-depth case study and also provided an opportunity to observe how the students in this particular class responded to the strategies Miss R applied.

The main focus of this research remained the teacher's strategies, not the students' problems. The students were included because they were the learners who experienced Miss R's strategies directly. Their responses were therefore relevant to understanding how the strategies were experienced in the classroom. Students' responses could appear through their participation, interest, willingness to answer, willingness to practise expressions, confidence, or difficulties. These responses were not assumed in advance. Instead, they were explored as part of the research process alongside the strategies and challenges experienced by the teacher.

Previous studies published in English have examined teacher strategies in vocabulary instruction, visual support, and emotional vocabulary in EFL contexts. Sarr (2021) investigated vocabulary-teaching strategies among secondary-school EFL teachers in Senegal. Na & Trang (2022) examined picture-supported vocabulary instruction with seventh-grade EFL learners in Vietnam. Brkić (2024) discussed the use of Plutchik's Wheel of Emotions for contextualized emotion-vocabulary work, pronunciation, and productive language use, while Lasekan et al. (2025) analyzed emotional vocabulary in EFL textbooks and proposed a systematic model for teaching it. Shumiye (2024) also examined secondary-school EFL teachers' awareness and classroom practices in vocabulary teaching. These studies are relevant to the present research; however, they do not specifically explore how one junior high school teacher applies a combination of strategies, faces challenges, and receives responses from students while teaching expressing feelings in an Indonesian classroom.

The research gap of this study was therefore contextual and material-specific. The study examined one bounded case: Miss R's strategies in teaching expressing feelings to Class VIII.1 at SMPN 2 Panyabungan. It focused on the strategies the teacher used, how the strategies were implemented, why they were selected, what challenges the teacher faced while applying them, and how the students in this class responded to those strategies. Based on this focus, the study was entitled “Exploring an English Teacher's Strategies in Teaching Expressing Feelings: A Case Study of Class VIII.1 at SMPN 2 Panyabungan.”

B. Formulation Of The Study

Based on the background of the study, the research questions are formulated as follows:

1. What strategies does the English teacher use in teaching expressing feelings to Class VIII.1 at SMP Negeri 2 Panyabungan?
2. What challenges does the English teacher face in applying the strategies to teach expressing feelings to Class VIII.1 at SMP Negeri 2 Panyabungan?
3. What are the students' responses to the teacher's strategies in learning expressing feelings in Class VIII.1 at SMP Negeri 2 Panyabungan?

C. Objectives Of The Study

In accordance with the research questions, the objectives of this study are as follows:

1. To explore and describe the strategies used by the English teacher in teaching expressing feelings to Class VIII.1 at SMPN 2 Panyabungan.
2. To identify and describe the challenges faced by the English teacher in applying the strategies to teach expressing feelings to Class VIII.1 at SMPN 2 Panyabungan.
3. To explore and describe the students' responses to the teacher's strategies in learning expressing feelings in Class VIII.1 at SMPN 2 Panyabungan.

D. Significances Of The Study

The findings of this study are expected to provide theoretical and practical contributions.

1. Theoretical Significance

- a. Theoretically, this study is expected to enrich the discussion of teacher strategies in junior high school EFL classrooms, particularly strategies used to teach expressing feelings. The study applies a book-based theoretical framework to describe how strategies are planned and implemented, using (Kumaravadivelu, 2003) macrostrategies and microstrategies and (Brown & Lee, 2015) questioning strategies to decide which classroom practices can be called strategies. It also contributes to the understanding of teacher strategies by examining the connection between the teacher's instructional decisions, classroom implementation, the challenges she faces, and the students' responses to those decisions.

2. Practical Significance

a. For English Teachers

The findings are expected to provide practical information about ways to organize the teaching of expressing feelings, including how to connect expressions with familiar situations, model language, guide oral practice, use visual support, organize collaborative activities, and provide feedback. The study may also help teachers reflect on the challenges that can arise in a class with a particular academic profile and consider how instructional decisions can be adjusted according to students' responses.

b. For Students

The study may provide indirect benefits for students of Class VIII.1 by contributing to a better understanding of the strategies used in learning expressing feelings. The findings regarding students' responses may also provide information about how students experience and respond to different strategies used by their English teacher.

c. For the School

The findings are expected to provide input for SMPN 2 Panyabungan regarding the support needed by English teachers when

planning and implementing classroom strategies, including access to appropriate learning materials, media, time allocation, and professional discussion about teaching practices.

d. For the Researcher

This study is expected to develop the researcher's understanding of qualitative case study procedures and the practical application of theories of English language teaching in analyzing classroom strategies, teacher challenges, and students' responses.

e. For Future Researchers

The study may become a reference for future research on teacher strategies, specific English materials, teacher challenges, students' responses, or comparative classroom cases in different schools and contexts

E. Definition Of Key Terms

To avoid misunderstanding and to clarify the scope of this research, several key terms are defined as follows.

1. Teacher Strategies

Teacher strategies refer to purposeful teaching decisions and classroom actions selected to achieve particular learning objectives. In this study, the concept is guided by Kumaravadivelu (2003), who describes macrostrategies as broad guiding principles for classroom teaching and microstrategies as classroom procedures designed to realize a macrostrategy, and by Brown & Lee (2015), who discuss questioning strategies. Harmer (2015) serves as the grand theory of classroom practice. Practices that these frameworks do not describe as strategies, such as visual media, pronunciation modelling, drilling, monitoring, feedback, and additional explanation, are reported in this study as supporting resources, techniques, or teacher actions.

2. Expressing Feelings

Expressing feelings refers to English material used to communicate emotional conditions through words, phrases, and simple expressions. In

this study, the scope of the material follows the textbook, teacher module, media, and tasks used by Miss R when teaching Class VIII.1. Preliminary examples include adjectives such as happy, sad, angry, afraid, bored, excited, worried, and nervous, as well as simple expressions such as I am happy and I feel sad.

3. Teacher's Challenges

Teacher's challenges refer to difficulties or constraints experienced by Miss R when planning or applying strategies to teach expressing feelings. These may include students' varied prior knowledge, limited language resources, pronunciation and oral-production difficulties, confidence and participation, classroom management, time allocation, and the availability or operation of learning media. The study described challenges supported by observation and interview data rather than assuming that all possible challenges occurred.

4. Students' Responses

Students' responses refer to the ways students of Class VIII.1 respond to the teacher's strategies during the learning of expressing feelings. In this study, students' responses may include their participation, interest, willingness to answer questions, willingness to practise expressions, confidence, difficulties, or other responses that emerge from the research data. The term students' responses is used rather than students' observable responses because the study seeks to understand students' responses more broadly, including what students themselves report in interviews, rather than limiting them only to visible classroom behaviour.

F. Research Systematics

Chapter I presents the introduction, consisting of the background of the study, formulation of the study, objectives of the study, significances of the study, definition of key terms, and research systematics.

Chapter II presents the review of literature. It discusses the definition and grand theory of teacher strategies, the book-based theoretical foundations used in the study, teacher strategies that may be relevant to teaching

expressing feelings, the material of expressing feelings, teacher's challenges, students' responses to teacher strategies, the theoretical synthesis and research indicators, and relevant previous studies.

Chapter III presents the research methodology. This chapter explains the research design, location and time of the research, source of data, technique of data collection, technique of validating the data, and technique of data analysis. This chapter describes how the researcher conducts the study, including how the teacher's strategies, challenges, and students' responses are examined, in order to answer the three research questions.

Chapter IV presents the findings and discussion. The findings are organized according to the three research questions, covering the strategies used by the teacher, the challenges she faced, and the responses of the students of Class VIII.1.

Chapter V presents the conclusions and suggestions based on the findings and discussion.

