

## ABSTRACT

### ENGLISH TEACHERS' STRATEGY IN INTEGRATING LITERACY IN EFL CLASSROOM

**Musdalifa, DZ.** 2021. *English Teachers' Strategy in Integrating Literacy in EFL Classroom*. Skripsi. Program Studi PBI Fakultas Keguruan dan Ilmu Pendidikan Universitas Esa Unggul Jakarta. Advisor: Meiyanti Nurchaerani, S.S., M.Hum

The purpose of this study is to explore English teachers' strategy in integrating or teaching literacy in English Foreign Classroom (EFL) and their self-reflection towards their teaching. This study was conducted at Laa Tahzaan private Islamic Junior high school based on the author's interest, since there were lots of studies that conducted the teaching literacy topics, but in Indonesian context, there were only few studies that explored teachers' strategy to teach literacy especially in English subject and in Junior high school. This study conducted qualitatively and employed the descriptive qualitative study and the participants of this study were two English teachers that teach in seven grade and eighth grade. To collect the data, this study used class observation and interviews. The results of this study showed that English teachers' strategy to integrate the literacy applied in EFL classroom were varied such as question-answer strategy, phonological strategy, discussing strategy, summarizing strategy, and analyzing strategy. Both participants showed similarities when applying several strategies in their classroom, yet they also had a different strategy applied in their classroom. Their self-reflection was focal to their professional resilience.

**Keywords: Literacy, Strategies, Self-reflection**