

**EFL TEACHER'S STRATEGIES IN IMPLEMENTING DEEP LEARNING
APPROACH AT JUNIOR HIGH SCHOOL**

A THESIS

Submitted to Fulfill one of the Requirements for *Sarjana Pendidikan*
Degree in English Education



By:

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**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITY K.H ABDURRAHMAN WAHID PEKALONGAN**

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2026

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Assalamu 'alaikum Wr. Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi

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Judul EFL Teacher's Strategies In Implementing Deep Learning
Approach at Junior High School

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

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MOTTO

“Sesungguhnya setelah kesulitan pasti ada kemudahan Setiap proses yang dijalani dengan kesabaran akan menemukan jalannya, dan setiap usaha yang sungguh-sungguh akan berakhir dengan hasil yang indah”

Q.S. Al-Insyirah

"We're more than what we're made to think, time to believe"

Rains in Heaven - NCT Dream



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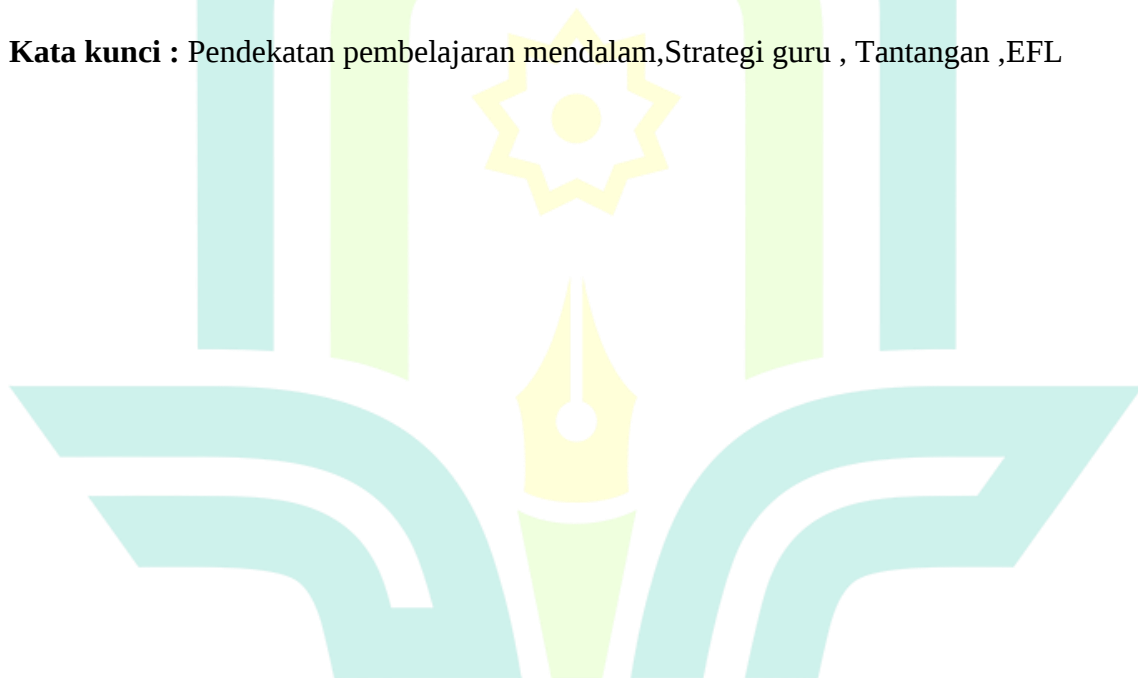
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ABSTRAK

Pendekatan deep learning dalam pembelajaran bahasa Inggris bertujuan untuk menciptakan proses belajar yang bermakna, penuh perhatian, dan menyenangkan. Namun, penerapannya masih menghadapi berbagai tantangan di kelas. Oleh karena itu, penelitian ini bertujuan untuk mengidentifikasi strategi yang digunakan guru bahasa Inggris dalam menerapkan pendekatan deep learning serta mengetahui tantangan yang dihadapi selama proses pembelajaran di kelas EFL. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus yang melibatkan satu guru bahasa Inggris di salah satu sekolah menengah pertama. Data dikumpulkan melalui observasi dan wawancara, kemudian data dianalisis menggunakan model Miles, Huberman, dan Saldaña (2014). Hasil penelitian menunjukkan bahwa guru menerapkan lima strategi, yaitu direct instruction, discussion, small group work, cooperative learning, dan problem solving. Strategi tersebut mendukung terciptanya meaningful learning, mindful learning, dan joyful learning, serta mengembangkan kompetensi 6C. Penelitian ini juga menemukan dua tantangan utama, yaitu keterbatasan fasilitas pembelajaran dan pola pikir siswa yang masih bergantung pada guru. Dengan demikian, keberhasilan penerapan deep learning dipengaruhi oleh strategi guru, dukungan sekolah, dan kesiapan siswa untuk berpartisipasi aktif dalam pembelajaran.

Kata kunci : Pendekatan pembelajaran mendalam, Strategi guru , Tantangan , EFL



ABSTRACT

The deep learning approach in English language learning aims to create a meaningful, attentive, and enjoyable learning process. However, its implementation still faces various challenges in the classroom. Therefore, this study aims to identify the strategies used by English teachers in implementing the deep learning approach and to understand the challenges faced during the learning process in EFL classes. This study used a qualitative approach with a case study design involving one English teacher in a junior high school. Data were collected through observation and interviews, then analyzed using the model of Miles, Huberman, and Saldaña (2014). The results showed that the teacher implemented five strategies: direct instruction, discussion, small group work, cooperative learning, and problem-solving. These strategies support the creation of meaningful learning, attentive learning, and enjoyable learning, as well as developing the 6C competencies. This study also identified two main challenges: limited learning facilities and students' mindsets that are still dependent on teachers. Thus, the success of deep learning implementation is influenced by teacher strategies, school support, and students' readiness to actively participate in learning.

Keywords: *Deep Learning Approach, Teacher Strategies, Challenges, EFL*



PREFACE

All praise and gratitude be to Allah SWT, the Most Gracious and Most Merciful, who has bestowed His grace and blessings throughout the process of writing my thesis entitled "EFL Teacher's Strategies In Implementing Deep Learning At Junior High School" can be completed. This thesis is submitted as one of the requirements for obtaining a Bachelor of Education degree in the Department of English Language Education, Faculty of Teacher Education and Training at UIN K.H. Abdurrahman Wahid Pekalongan. The completion of this thesis is not solely the result of the author's efforts, but also thanks to the substantial support from various parties. Therefore, the author would like to express his sincere gratitude to all parties who have contributed to this work.

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I hope this thesis is beneficial to readers and can contribute to the development of educational research.

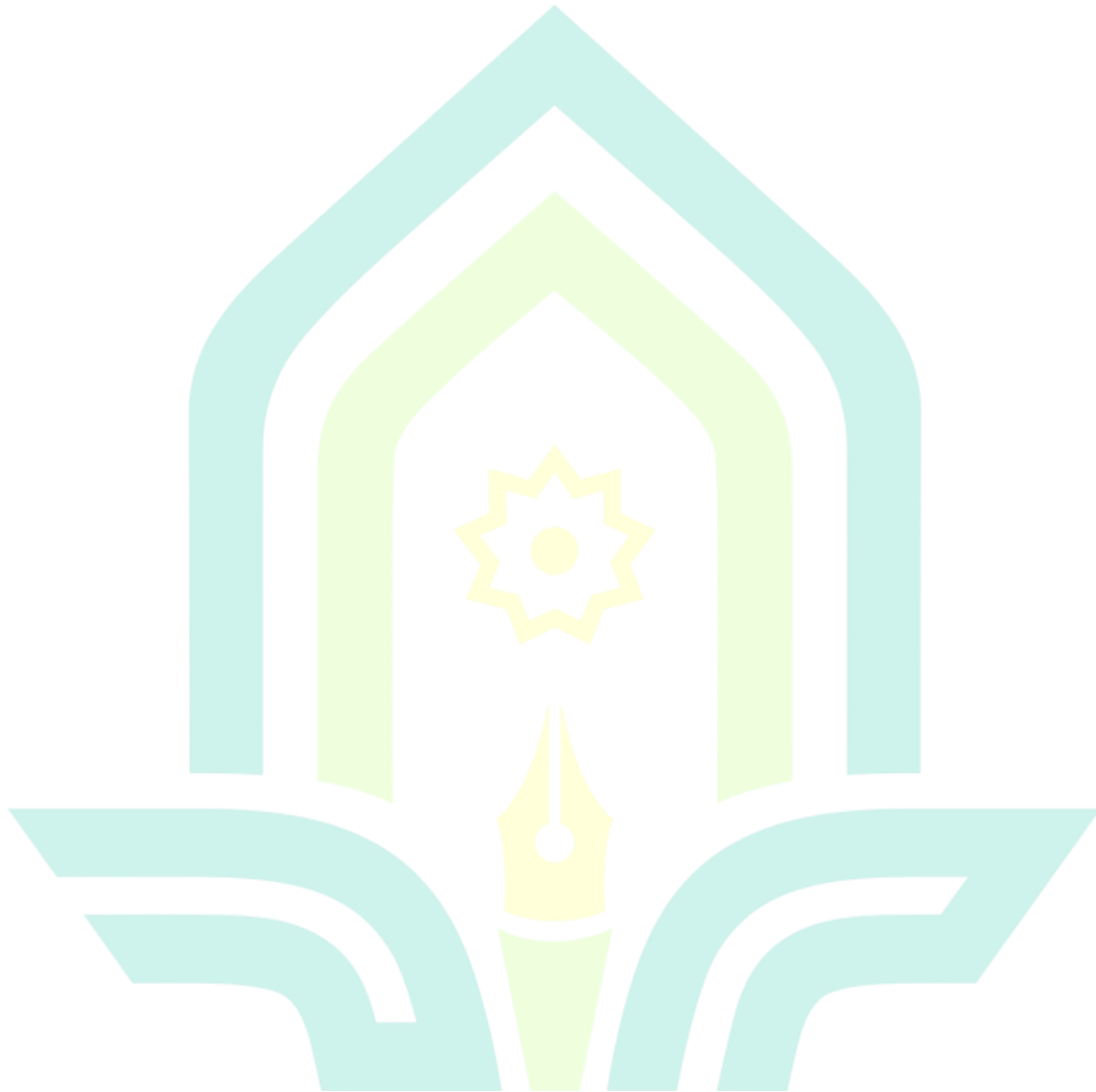


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CHAPTER I

INTRODUCTION

1.1 Background of Study

English is an international language that plays a vital role in various areas of life, such as education, technology, communication, and the workplace. English is not only a tool for international communication, but also opens doors to broader opportunities in the academic, professional, and social fields (Graddol, 2006). Although English language teaching in Indonesia is developing, educators still often face challenges such as time constraints, low student motivation, limited resources, frequent curriculum changes and lack of supporting facilities (Hamied, 2012).

Even though English in Indonesia is a foreign language, mastery of English is one of the competencies students need to face global challenges and the demands of the 21st century. Therefore, learning English does not only focus on mastering vocabulary and grammar but also needs to provide opportunities to develop critical thinking skills, creativity, collaboration and connecting what is learned with real life situations. According to Fullan & Langworthy (2014), in-depth learning needs to develop the six main competencies or 6Cs, namely character, citizenship, collaboration, communication, creativity and critical thinking. It is hoped that these six competencies can help students not only understand the material in depth but also be able to apply the knowledge and skills they have to face challenges in everyday life.

In line with the demands of the 21st century, the emergence of an deep learning approach, according to Fullan dan Langworthy (2014), deep learning approach aims to create meaningful learning experiences so that students not only memorize information but also understand, apply, and reflect on the knowledge they learn. In the context of learning English as a foreign language (EFL), the application of this approach is expected to help students develop language skills more effectively and meaningfully.

Several previous studies have shown that the application of learning strategies can have a positive impact on students' learning processes. Research conducted by Aditama, (2025) showed that strategies such as problem-based learning, collaborative projects, reflective questions, and critical thinking guidance can increase students' cognitive, emotional, and behavioral engagement in learning. Aditama research also showed that there are challenges in the learning process, namely time constraints and differences in student readiness to learn.

Based on initial observations conducted by researcher at the junior high school level, it was found that English teachers have attempted to use an immersive learning approach with activities involving student discussion, group work, and reflection. However, several challenges remain in the implementation process, such as time constraints, differences in student abilities, and limited adequate facilities. This situation indicates that the implementation of deep learning in English instruction requires further attention.

If these challenges are not addressed, English language learning objectives will be difficult to achieve. Therefore, an in-depth study is needed regarding the strategies teachers use in implementing deep learning in English instruction. Although several studies have discussed the effectiveness of the deep learning approach on student learning outcomes, research specifically addressing EFL teachers' strategies in implementing deep learning at the junior high school level is still limited. Based on these conditions, this study aims to identify and describe the strategies English teachers use in implementing the deep learning approach and analyze various challenges in the learning process.

1.2 Formulation of the Study

Based on the research background, this research question focuses on the strategies and challenges faced by English teacher in the classroom.

1. What are teacher's strategies in implementing deep learning approach in the EFL classroom?
2. What are the challenges to overcome in implementing deep learning approach in the EFL classroom?

1.3 Aims of the Study

This research aims to answer the following research questions:

1. To identify teacher's strategies in implementing deep learning approach in EFL classroom.

2. To explain the challenges teacher's face in implementing deep learning approach in the learning process.

1.4 Operational Definitions

The operational definition in this study includes several important terms used to clarify the concept and focus of the research.

1. English as foreign language

EFL can be defined as the study of English by people who live in places in which English is not used as a means of first language communication (Gebhard, 2017).

2. Teacher's strategies

Teacher strategy is defined as planning by the teacher which contains a series of activities designed to achieve certain educational goal. Based on the above definition, it can be concluded that a teacher's strategy is a method or plan that incorporates a mission into the process of teaching and learning with students in order to achieve predetermined goals or a vision (David,1976)

3. Deep Learning approach

Deep learning is defined as a learning process that involves the active involvement of students in building a deep, reflective, and meaningful understanding of the learning material (Hasnah et al., 2025).

1.5 Significant of the Study

This study is expected to provide theoretical and practical insights into the strategies teachers use when implementing the deep learning approach in English language classrooms.

1. Theoretical

Theoretically, this research is expected to enrich the study of Fullan & Langworthy's (2014) theory, especially regarding its implementation in learning English as a foreign language. This research provides an overview of the strategies that teachers use in applying the principles of deep learning and the challenges faced during the learning process. So that the results of this study can be an additional reference regarding the implementation of deep learning in the EFL context.

2. Practical

The results of this study are expected to be beneficial to several parties. For students, this study can help them gain a deeper understanding of the material, thereby enhancing their higher-order thinking skills and connecting their learning to real-life contexts. For English teachers, this study can provide insights into strategies they can use in the learning process and serve as a basis for reflection on which strategies are effective in teaching. For schools, this study can serve as a consideration in integrating the deep learning approach into instruction. Additionally, future research can use these findings as a foundation for further studies on the deep learning approach.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the findings of this study, it can be concluded that English teachers employ several strategies in implementing the Deep Learning Approach in EFL classrooms. The strategies identified based on Killen (2022) framework are Direct Group Work, Cooperative Learning, and problem solving. These strategies support meaningful, mindful and joyful learning by encouraging students to actively participate, collaborate, think critically, and connect learning to real-life contexts.

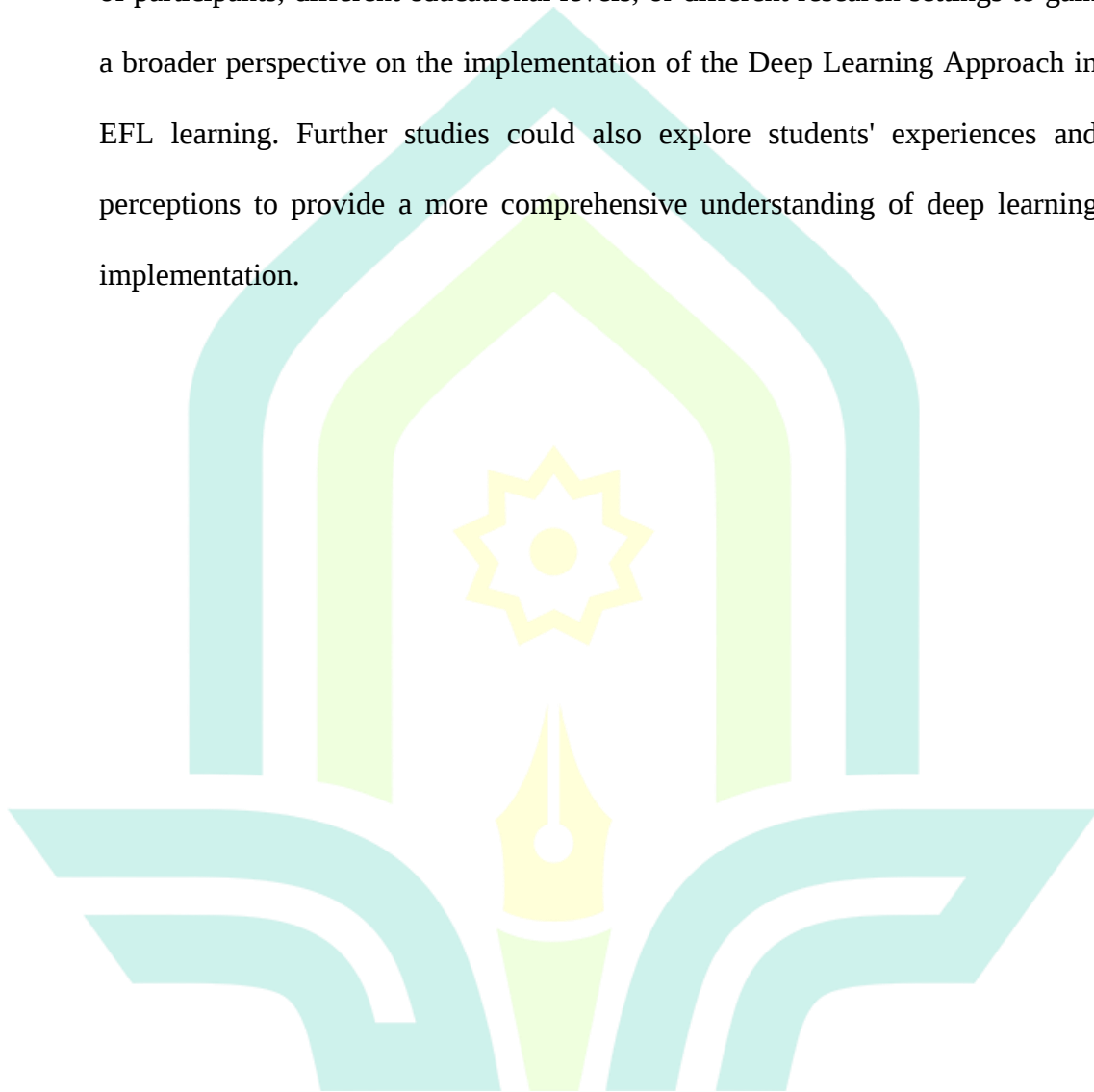
Furthermore, this study found that teacher's face by several challenges in implementing the Deep Learning Approach, including inadequate learning facilities and students reliance on the teacher as the primary source of information. These challenges demonstrate that successful implementation of deep learning requires not only appropriate teaching strategies but also student readiness and adequate support from the school environment.

5.2 Suggestions

Based on the findings of this study, several recommendations are proposed. English teachers are encouraged to continue developing various teaching strategies that support the principles of deep learning, particularly those that encourage active student participation, collaboration, critical thinking, and connecting learning materials to real-life situations. Teachers are also expected to

provide more opportunities for students to become independent learners and gradually reduce their reliance on teacher explanations.

Future researchers are advised to conduct similar studies with a larger number of participants, different educational levels, or different research settings to gain a broader perspective on the implementation of the Deep Learning Approach in EFL learning. Further studies could also explore students' experiences and perceptions to provide a more comprehensive understanding of deep learning implementation.



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