

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

English is commonly known as the international language that is used extensively in every aspect of human life, such as science, education, business and entertainment. Besides, English is also the first foreign language in Indonesian that is considered important for the purpose of accessing information, absorption and development of science. In the development of science we need to learn English. Learning English is important for everyone. A good learning process of course influence students' comprehension of the material. The main target of learning process is students learning process.

English language teaching is regarded as being far from satisfactory in the country, not conducive to learning the language. English is one of important language in this globalizations era. It is used as the language or international communication. Many countries use English as the prime language or international communications. In learning English language, there are four skill which are important to learn, namely listening, speaking, reading, and writing. Those skill are supported by some components such as vocabulary, grammar, pronunciations. And all of the skills should be mastered by the learners through learning Warsi (2004).

According to Brown (1994), learning is acquisition or “getting”, learning is retention of information or skill, Retention implies storage system,

memory, cognitive organization. Learning involves active, conscious focus on and acting upon events outside or inside the organism. Learning is relatively permanent but subject to forgetting. Learning involves some form of practice, perhaps reinforced practice..

It can be said that teaching English is not easy. With different levels of skill in each class, teachers must use effective strategies that allow students to learn the material. Teachers must be creative in choosing materials and be able to stimulate student interest. Therefore, the teacher needs to manipulate several strategies to support the teaching and learning process.

This is a challenge for all of the teachers, particularly English teachers because language is a study that requires mastery of four skills. English learning can be defined as mastery of four skills. According to Richards & Schmidt (2002), skills in language teaching are the mode or way in which the language is used. The four language skills are listening, speaking, reading, and writing. The four skills are categorized into two categories namely speaking and writing are called active or productive skills, while reading and listening are called passive or receptive skills.

Based on the above background teaching English is not easy with different skill levels in each class and teachers must use effective strategies to support the teaching and learning process so she conducted research entitled "***Exploring Teachers Teaching Strategies at SMK Negeri 1 Kota Tidore "***", focusing on the skills and abilities of the teacher in teaching English in the classroom, the teacher can find out the differences in students' abilities, the level of student motivation in

learning, as well as the use of tactics and strategies in teaching English and achieving each learning goal.

#### **A. Scope of the Research**

This research focuses on teachers' teaching strategies at the Tourism department SMK Negeri 1 Kota Tidore.

#### **B. Statement of the Problem**

Based on the background above, the research problem can be formulated What the teachers' English teaching strategies are used at the Tourism Department of SMK Negeri 1 Tidore?

#### **C. Objective of the Research**

Based on statement of the problem above, the objective of the research is to investigate the teachers' English teaching strategies used at the Tourism department of SMK Negeri 1 Kota Tidore.

#### **D. Significance of the Research**

##### **a. Theoretical Significance**

It is expected that the result of this research enriches the existing theories related to the improvement of English teaching and learning quality.

##### **b. Practical Significance**

In the significance of the research, the result of this research is expected to be of any use as follows:

1. For the teachers

The result of this research was expected to be useful for teachers who want their students to be more interested in learning English. Hopefully from the research, teachers will be able to identify the right strategies to boost students as well in learning English effectively.

2. For the future researchers

The result of the research will give information for other researchers; it can be used as reference or useful information about teaching strategy.

