

CHAPTER I

INTRODUCTION

This chapter discusses background of the research, scope of the research, statement of the problem, objective of the research and the significance of the research.

A. Background of the Study

English language has been commonly accepted as an active universal language in the world. People who study English language consider it as their personal proficiency.

Therefore, nowadays many people, particularly students, ought to English language. Mastering English language is an important value for the students to have it. By mastering the language the students can improve themselves both in academic and life skill. Once the students can comprehend it, he or she can be well accepted by the society.

The language widely used as a means of communication in the world is English. It is an international language in the world. So, it is important for people to learn it. Particularly in Indonesia, English is one of foreign languages. It is the most famous foreign language which is taught from elementary school up to university school level. By learning English, the students are expected to absorb and keep up with the development of science, technology and art. (Ferit Kilickaya 2009: 35).

The teaching of English is focused on the ability of learners to be capable of mastering the four language skills, namely: listening speaking, reading, and writing (*Depdiknas*, 2003: 6). The learners should have abilities in reading and listening to support their speaking and writing.

Learning English as a second language has long been of interest for teachers and students. Everyone has tried to reduce the obstacles and difficulties in learning English. but unfortunately, few people are able to reduce these problems. many students and teachers of English Language have always encountered with problems that did not made the full learning of this language. As th efacts and evidence show,our students have difficulty in learning English at different levels of educational ways complain ab out its unclearness. Basically the problem occurs when we do not learn the basic principles of something. Learning strategies can be used to achieve various objectives of giving subject matter at various levels, for different students, in different contexts. learning strategies are the ways chosen to convey subject matter in a particular learning environment, which includes the nature, scope, and sequence of activities that can provide learning experiences to students. Learning strategies are not only limited to procedural procedures, but also include material or learning packages. Learning strategies consist of all components of the subject matter and procedures that will be used to help students achieve certain learning goals. Learning strategies can also be interpreted as patterns of learning activities that are selected and used by the teacher contextually, according to the characteristics of students, the condition of the school, the surrounding environment and the specific objectives of learning that are formulated. there needs to be a link between learning strategies and learning objectives, so that the steps of effective and efficient learning activities are obtained. Learning strategies consist of methods and techniques (procedures) that will guarantee that students will truly achieve the learning objectives.

Teaching is a complex, multifaceted activity, often requiring us as instructors to juggle multiple tasks and goals simultaneously and flexibly. The following small but powerful set of principles can make teaching both more effective and more efficient, by helping us create the conditions that support student learning and minimize the need

for revising materials, content, and policies. While implementing these principles requires a commitment in time and effort, it often saves time and energy later on. The teaching strategies refer to structure, system, method, techniques, procedures and processes that a teacher uses during instruction. Teaching is the way to convey information about a topic that would be learned by the students. The purpose of the teaching learning process is to make students get knowledge and able to understand the knowledge. To achieve the purpose of teaching, the teacher is as a key that should be creative in choosing the materials and strategies of teaching to make the students easy to understand the knowledge. Besides that, the role of the teacher is also very important to make learning process run well. Teachers of English should therefore develop their teaching strategies so that their students will be more active and engaged in the learning process, they will learn the language better than others. Learning is most meaningful for the students when they are actively engaged in the learning process. Many research reported that positive and active classroom create higher academic achievement for the students. Teachers and educators created teaching strategies to use in the classroom for teaching English to increase students' engagement and involvement in the classroom that lead to good English learning.

If students are to desired outcomes in a reasonably effective manner, then teacher's fundamental task is to get students to engage in learning activities that are likely to result in their achieving those outcomes..it is helpful to remember that what the student does is actually more important in determining what is learned than what the teacher does.

Teachers can use strategies alone or with others. These strategies must suit the needs of the principal and teacher and must be appropriate for the students' needs and

abilities. they are also the approaches that can be used across curricular areas to support the learning of students.

English learning strategies are ways that are chosen to convey learning material in a particular learning environment, which includes the nature, scope, and sequence of activities that can provide learning experiences to students. Learning strategies are not only limited to activity procedures, but also include material or learning package. Learning strategies consist of all the components of the subject matter and procedures that will be used to help students achieve certain learning goals. The strategy of learning English through a process that is younger, effective, fun and directed by oneself (self directed). The use of English learning strategies can help store, absorb, and use information related to English that is being studied.

B. Scope of the Research

This research focuses on exploring the teachers' strategy in teaching English at SMA Negeri 10 Ternate.

C. Statement of the Problem

Based on above background, the problem of the study is as follows:

- . What are the teachers' strategy in teaching English at SMA Negeri 10 Ternate?

D. Objective of the Research

The objective of the research is to explore the teachers' strategy in teaching English at SMA Negeri 10 Ternate.

E. Significance of the Research

This research is formulated as an effort of finding some uses. The uses of this research are :

1. Theoretically

a. The result of the research can contribute useful information for the future teacher strategies with the similar problem of learning English.

b. As a reference to other researchers who want to teaching strategy more intensively in learning English.

2. Practically

a. The result of this research can be as information to the English teacher especially at SMA Negeri 10 Ternate that teachers' strategy in Teaching English for the understand to students.

b. English teachers can facilitate their students and give more knowledge in teachers' strategy in teaching English.

c. Prospective researcher can explore the knowledge in teaching English.