

CHAPTER I

INTRODUCTION

This chapter is an introduction to the research. It describes the reason why this topic is chosen by the researcher. The basic details of the research are described as following topics: Background of The Study, Research Question, Research Purposes, Scope of the Research, and Research Significances.

A. Research Background

The English language is one of the international languages that has a big influence on communication and became an important language for people to communicate with each other. A universal language that allows people to talk with others from all around the country, regardless of their cultures, languages, and communities Yusriyah (2020). As an international language, English plays a main role to connect people around the world in aspects such as trade, education, international relationship, and many more. Rayner (2001) points out that English is the most frequently used global language as it is an international language. The quantity of anglophone speakers (English speakers) spreading over five continents demonstrates English's status as an international language.

English is not only used by anglophone speakers; it is also utilized by the rest of the globe, particularly by those that are more modern. This is attributable to some factors, including the richness of English's idioms (special expressions), which are more varied and continuously increasing than for other European languages. Rayner (2001) also mentions that English absorbs many positive aspects of other languages' cultural environments (English). Moreover, Putra (2020) mentioned that “the importance of learning English in today's society cannot be overstated or downplayed, considering how English is by far the most widely spoken popular language. It enables people to communicate in a variety of situations, including business, study, technology, and education.”

Many ways are available to learn English as an international language. However, the biggest chance to learn English very well from the beginning is at school and that is why one of the great ways to get an English education is from school through the learning process. At school, the knowledge of the teacher is transferred to the student during the learning process because the process of learning itself involves cooperation between the teacher and the students. As (Hossain, 2016) mentioned, the teaching and learning process involves two active participants in the classroom. Meanwhile, Morrison (Freeman, 2019) states that: "Teaching is a close relationship between a more mature personality and a less mature personality to further the latter's knowledge." It is briefly explained that teaching is an activity where a teacher as someone who has knowledge and experience in education transforms the knowledge to the students that need it.

However, in teaching English, teachers need to have strategies in which can help the teacher in delivering the material to be understandable so the students become easier in understanding the lesson. Stone and Morris (Isaac, 2010) stated that teaching strategy is a generalized plan for a lesson that includes structure, instructional objectives, and an outline of planned tactics, necessary to implement the strategies.

In both teaching and learning activities, the teacher is the most important factor that influences the success of education. This is because teachers are human beings who play a significant part in the teaching and learning process. As a result, a competent teacher is required to generate a young generation that is responsible, self-reliant, and capable of preparing for future challenges. Moreover, but the teacher must be able to engage students in imaginative and engaging learning. The teacher requires a learning strategy as the method through which the teacher employs various learning aids and resources to attain predetermined learning objectives. In this case, the teacher's strategy can help kids become far more interested in learning.

Meanwhile, teaching is not as easy as it seems. Especially in teaching English, where English itself is the second language that must be a little bit difficult to

learn. Teachers need to pay attention to the students to know what they should do to make the class interesting. This is a reason why a teacher needs to have a strategy for teaching English. A strategy can be described as a blend of a procedure in which the teacher oversees the class and makes use of all available resources to improve students' comprehension OECD (Fajriah, 2017).

The expectation in teaching and practicing is not always as it is expected. It is because building the willingness of students in learning English is not easy Aunurrahman et al. (2020). Some challenges may happen during the learning process that are faced by the teacher while teaching English as Foreign Language. According to Songbatumis (2017), the challenges such as severe shortage of training, crowded class, lack of vocabulary, lack of English exposure, linguistic problem, limited resource ability, psychological problem, and different teaching methods and techniques application.

In addition, four previous studies have been conducted which are related to the teacher strategies in teaching English. The research that the researcher did which is certainly related to this research focuses more on a small part of teaching English, the difference with this research is, that this research examines strategies such as those that teachers use in teaching and which strategies are most widely used, which researcher only want to know the strategy in general. It can be said that the researcher in this study did not focus on more conical things.

Thus, teaching strategy becomes an important aspect for the teacher in teaching English as the supporting factor to trigger the students' willingness in learning English. In this case, the researcher wonders to find out the strategies that may the teachers use to teach the students in learning English at school, especially at a Filial school where the students in this school only attend the center school once a week due to the distance of the central school is far from where the students live and took time too long but the achievements of filial school students can compete with schools in general which incidentally do not have too many obstacles in access, both in terms of geography and facilities and with the fact that the learning activity between the filial school and the

center school is different due to some factors such as the availability of the teachers, the distance, and the field to get through the filial school sometimes hard to reach where the teacher from the center school come to the filial school according to the schedule of the subject with two teachers remain.

B. Research Questions

1. What are the teachers' strategies to teach students in learning English in Filial Schools?
2. What are the most frequently used strategies for students to learn English in Filial Schools?

C. Research Purposes

Based on the prior research questions, this study aims to:

1. To find out the strategies that the teachers use to teach students in learning English in Filial Schools.
2. To find out the most frequently used strategies by the teachers for students to teach English in Filial Schools.

D. Scopes of Research

1. Research Variable

A variable is determined as everything that the researcher uses to observe to get the information related to the research. A variable is a characteristic or attribute of an individual or an organization that researchers can measure or observe and varies among individuals or organizations studied (Creswell, 2012). This research is a single variable. A single variable is a variable that does not affect others variable. Based on the definition above, the variable of this research is the teachers' strategy in teaching English.

2. Research Terminology

The following definitions are provided to ensure the uniformity and understanding of these terms throughout the study:

a. Teaching Strategies

A teaching strategy is a generalized plan for a lesson that includes structure, instructional objectives, and an outline of planned tactics, necessary to implement the strategies Stone and Morris (Issac 2010). Then, OECD (Fajriah 2017) also described the teaching strategy as a method in which the teacher manages the class and makes use of all available resources to help pupils to understand. Expository techniques, cooperative learning, inquiry, contextual teaching and learning, and problem-based learning are some examples of teaching strategies. However, not all of the strategies are appropriate for the content. It is dependent on the context learned because one approach may be appropriate for one topic but not necessarily for another. The teacher or the instructor must be able to select the optimal option.

b. Filial School Context

In this research, the filial school is a small part of the center of Junior High School 11 Singkawang Timur. This happens because of the geographical issue and consists of two classes of first and second grade. The students in this school attend the center school once a week. It is due to the location that is located less than 8 km from the center of the school. The filial school itself is reserved for the students who cannot reach the center school due to the distance of their house which is too far and took time to long. Regularly, the learning activity between the filial school and the center school is different due to some factors such as the availability of the teachers, the distance, and the field to get through the filial school sometimes hard to reach where the teacher from the center school would come to the filial school according to the schedule of the subject with two teachers remain.

E. Research Significances

1. Practical Significance

By this study, the researcher expects this study can be a useful contribution including the following:

a. Teacher

The researcher hopes that this study becomes useful for the teacher to develop teaching strategies for teaching English.

b. Students

The researcher hopes that this research can be helpful for the students whatever the result, may it can bring benefits for the students.

c. Other Researchers

The researcher hopes that this study can be helpful for other researchers who need it as a resource to get more ideas, and opinions, to expand the knowledge about the enthusiasm and interest of teaching especially in teaching English.

2. Theoretical Significance

The finding of this research is expected to serve the information source for the next researcher who wants to conduct research in the same field. This research is still but the researcher hopes that this research can contribute to enriching the literature on the information on the teaching strategy of the teacher.