

CHAPTER I

INTRODUCTION

This chapter, the researcher would like to presents about background of the research, statement of research problem, objectives of the research, significance of research, scope and limitation of the research, definition of key terms and organization of the research.

A. Background of the research

English is an international language which is mostly used in the age of globalization. In the world of globalization is the era of cross-border communications. Human beings around the world can communicate easy and fast. In addition to the use English for communicate English is also used as a language in the work of computer systems, software and other technologies. So, English is important to people in this day. English is a very important international language today. Because is used as a medium of international communication widely.

Kriangkrai (2017:205) states that Thailand is also included in an ASEAN country. So, English is very important for the people of Thailand country. However, most English language skills for Thai students are included

in very low levels and therefore need to be upgraded and quickly developed urgently to be competitive with other countries. 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.

Pitiyanuwat and Antrasirichi (2002) stated that the teaching of English in Thailand generally also uses the curricula from the government, so the teachers should develop the syllabus and lesson plan in their teaching English. In 1960, new curricula were launched that required all students beyond grade four to study English. The goals were to enable students to use English as medium of international communication and acquire knowledge about the world. Education reform in Thailand started in 1996 with the goal of realizing the potential of Thai people to develop themselves in the world community. From here, English subject in Thai education from a time, testifying to its importance for the country's economic and technological development. It has been part of the curricula from the primary School to the University level.

In Thailand, a salient feature of Thai learning style is rote memorize, the students tend to spend considerable time memorizing grammar rules and vocabulary at the expense of oral practice. As a result, most Thai learners of

English have better reading and writing skill than listening and speaking abilities.

Moreover, Freeman & Johnson (1998:397-418) state that teacher probably has the greater role on the students learning motivation than their parents. It is because students depend on their teacher, especially in learning English. And the central to understanding and improving the quality of English language teaching is from the teachers, apart from the method or materials they use. The students often find some difficulties to have an interest in learning English because English is not a part of Thailand culture. They depend on their teacher to develop their interest so that they might study English.

As teachers, we should know and understand about the process of our English teaching in the class. Besides, the teachers should have many references related to their teaching process in order to get better teaching English process such as what the goals of teaching, what material should be taught to the students, the strategy used in the teaching English. To achievement 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 made learning process well.

So, developing the students with skills can communicate in English need to develop the teaching process of teachers or instructors to be more effective. Teachers must pay attention to the learner's learning create enthusiasm for learning English. And Ratnaporpong (2015:409) states that the English language teaching learning in Thailand of today is used in a variety of teaching styles the technology media to be teaching equipment to motivate learners for improve learning. And can be used English Language to communicate. The students start learning English from elementary to high school. In fact, most Thai south students are not able to use English as a third language in everyday life. This may be due to many reasons, depending on local conditions.

Related with the explanation above, the researcher wants to describe about the Thai teachers used strategies in teaching English in Yala School, Thailand because the researcher want another countries know how to Thai teachers used strategies in teaching English for students in Thailand country. In the research, the researcher chooses Thamvitaya Mulniti Yala School as a place to conduct the study because, this school is a private Islamic school of a large in southern Thailand and has the student around 6,000 students study here, and has so many student from another provinces study here. So, when students graduate have so many students can enter of famous university and

can be study abroad. And also this is junior high school and senior high school the researcher graduated.

Finally, by the reason above the researcher purpose of this research is to analyze, description and to know English teaching strategies used by Thai teachers. Therefore, the title of this research is **“THAI TEACHERS STRATEGIES IN TEACHING ENGLISH AT THAMVITAYA MULNITI YALA SCHOOL (SOUTHERN-THAILAND)”**.

B. Statement of Research Problems

Based on the background of the study above, the research formulated the question is:

1. What strategies used by Thai teachers of teaching English class in senior high school at Thamvitaya Mulniti Yala School:
 - a. How about strategies used by Thai teacher of teaching English in class Science-Math?
 - b. How about strategies used by Thai teacher of teaching English in class English-Social?

C. Objectives of the Research

Based on the research problem state above, the objective of this researcher for:

1. To know Strategies are used by Thai Teachers of teaching English in senior high school at Thamvitaya Mulniti Yala School.
 - a. To know the strategies used by Thai teachers of teaching English in class Science-Math.
 - b. To know the strategies used by Thai teacher of teaching English in class English-Social.

D. Significance of the Study

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

1. For future researcher :

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

2. For the teacher :

The result of this research was expected to be useful for teacher who wants 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.

E. Scope and Limitation of the Research

The scope of the research was focusing on teaching strategies is used by Thai teachers in teaching English at senior high school and junior high school levels.

The limitation to get better result, this research was then limited only on teaching strategies used by Thai teachers who has teach and achievement of students in senior high school at Thamvitaya Mulniti Yala School.

F. Definition of Key Terms

In this research, there are three keys terms which are defined clearly by the researcher. The three key terms are strategy, Thai teachers, strategy, and teaching strategies.

1. Strategy

Brown (1994:192) states that strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, or planed designs for controlling and manipulating certain information.

From the definition above, the research defined strategy as method to accomplish and reach the goal.

2. Teaching strategy

Kindsvatter (1996:290) states that teaching strategy is to help teacher make optimal use of method, and instructional materials. Teaching strategy is the general pattern of teacher to reach the goal in process and teaching.

From the definition above, the researcher defined teaching strategy as the teachers' effort in creating environment that enables for students to get easier in understanding the material.

3. Thai teacher

Thai teachers are teachers to teach in Thailand schools and have activities to teach students to understand the material in teaching and The purpose is develop Thai people to be educated and qualified.

G. Organization of the Research

The organization of the research paper is given in order to make the readers understand the content of paper.

Chapter I the researcher would like to presents about background of the research, statement of research problem, objectives of the research, significance of research, scope and limitation of the research, definition of key terms and organization of the research.

Chapter II the researcher would like to presents highlight review of related literature theories of strategy in teaching English, theories of teaching strategies and previous study.

Chapter III the researcher presents about the method used by the researcher. The research method consists of design, the subject of the research, Data Collection Procedure, Technique of Data Collecting, Technique data of verification, and Data analysis.

Chapter IV the researcher presents about describes the data findings and the discussion section consists of discussion about the research finding based on the result of observation and interview.

Chapter V the researcher presents about conclusion and suggestion of the research. Conclusion which is drawn based on the basic of findings and discussion as presented in the preceding chapter. In addition, the suggestion is the researcher recommendation based on result of the research for having better result in teaching English.