

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher presents background of the research, statement of research problems, objectives of the research, significance of the research, scope and limitation of research, definition of key terms and organization of the research.

#### **A. Background of the Research**

English is one of the most widespread languages on earth. The people use it either as the first, foreign or a second one. Harmer (2007:13) states that “English is a language used widely for communication between people do not share the same first (or even second language”. English is one of the main languages widely used all over the world. It is used not only for communication between native speakers and nonnative speakers of English but between nonnative speakers. Even though it does not have the greatest number of speakers in the world, it is the most widely used language in the world.

English is also studied as a foreign language in countries where it is not generally used as a medium of communication. English is usually the first or most commonly taught foreign language in many countries, and people understand it a little at least. In process teaching and learning English, there are several components. Wassid and Sunendar (2013:23) states one of component

process teaching and learning is teacher; he should be able to comprehend his field. Teacher has an important role in the process teaching and learning.

Benson (2001:171-172) states there are three teacher roles. The first is facilitator, it means that teacher is seen as providing support for learning. The second is counsellor; where the emphasis is placed on one to one interaction. The last one is resource, in which the teacher is seen as a source of knowledge and expertise. So, teacher is able to help students to accomplish the goal in learning English, teachers have a strategic role in shaping the character and intelligence of the student. Therefore, teachers need to have effective teaching strategies in order for students to grasp better in learning English. Wassid and Sunendar (2013:25) states one of the components of process teaching and learning is teaching strategy.

The word strategy comes from the ancient Greek word *strategia*, which means steps or action taken for the purpose of winning a war. According to Djamarah & Zain (2010:5), strategy is defined as an outline in doing something to achieve established goals. The strategy is intended as the teachers' effort in creating an environment that enables for students to be involved in teaching and learning process. The teachers are expected to improve their skill for organizing some components of teaching and learning.

The teaching and learning strategy is a very important component in teaching. Teaching strategies are procedures used by the teacher which serve as a way of reaching a goal. To reach the goal, teacher has the important role in

teaching and learning process because most of the output of students was determined by the teachers Wassid and Sunendar (2013: 25-26).

According to Brown (1994:192) strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, or planned designs for controlling and manipulating certain information. Kindsvatter (1996:290) states that “A strategy helps the teacher make optimal use of methods and resources in achieving particular goals”. It means that the strategies which are used by teachers help the students to get easier in understanding the material. It helps as a way to accomplish and reach the goal for the teaching and learning process.

Why this research is important to conduct? Firstly, some universities of Indonesia has been cooperating with the abroad alumni association of southern border provinces Thailand. Those are fifteen universities which are UIN Surabaya, IAIN Tulungagung, IAIN Jember, STAIN Kediri, STAIN Ponorogo, STAIN Samarinda, UNMUH Jember, STAI Bondowoso, IAIN Nurul Jadid Paiton, UNMUH Gresik, UMSIDA, UNMUH Ponorogo, Unmuh Palangkaraya, Unmuh Manado, and IAIN Palu. Every university has chance to delegate some students to carry out KKN-PPL Terpadu. And then, KKN-PPL Terpadu is the program which the students are given opportunity to share and explore their knowledge in every school in some schools of several regencies in Thailand such as Pattani, Naratiwat, Yala, Songkhla, Pathalung and Phuket. The selected students must be occupied in the elected schools, they stayed at

least 4-5 months. Then, the researcher was selected student for joining this agenda from IAIN Tulungagung.

The researcher got decision from the abroad alumni association of southern border provinces Thailand, she was placed in one of island in Thailand. The pearl of Andaman as the nickname, which is Phuket. She was put in Islamic based school. Furthermore, the only one Islamic based school is Muslim Wittaya Phuket School. So, the researcher conducted preliminary observation. Based on the preliminary observation, this school usually won the English competition. For example this school got the cup three times in academic year 2014/2015. Based on environment, the students can interact and communicate using English easily.

The last and foremost reason, the writer would like to know about strategies used by teachers because as English teachers, they need to know the appropriate strategies implemented in their teaching practice. So they can produce qualified students with good English ability.

According to the background of the research above, the writer believes that to reach objectives of teaching that can support the language skills, the teachers should have strategy in learning English. So, it can help the students to achieve and accomplish the goal. Therefore, the writer is interested and curious in researching this issue entitled **“Teachers’ Strategies in Teaching English at Muslim Wittaya Phuket School.”**

## **B. Statement of Research Problems**

Based on the background of the study above, the researcher formulated the question as follows: What strategies are used by the English teachers in teaching English at Muslim Wittaya Phuket School?

## **C. Objectives of the Research**

Based on the research problems stated above, the objective of this research was to describe teaching strategies used by English teachers in teaching English at Muslim Wittaya Phuket School.

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

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

1. For the 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**

### 1. Scope

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

### 2. Limitation

To get better result, this research was then limited only on teaching strategies used by Thai English teachers who teach at senior high school and junior high school at Muslim Wittaya Phuket School.

## **F. Definitions of Key Terms**

### 1. Strategy

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

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

### 2. Teaching strategy

According to Kindsvatter (1996:290), teaching strategy is to help teacher make optimal use of methods, and instructional materials.

According to Djamarah and Zain (2010:5) teaching strategy is the general pattern of activity 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. Learning

According to Bower and Hilgard (1981) states that learning is often concerned with the acquisition of knowledge.

From the definition above, the researcher defined learning as the activity for obtaining knowledge

## **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 is introduction which deals with background of the research, statement of research problems, objectives of research problem, significance of the research, scope and limitation of the research, definition of key terms and organization of the research.

Chapter II is theoretical background of review literature. It consists of underlying theories that include types of teaching strategy and also previous study.

Chapter III is the research method. It covers research design, data and data sources, technique of data collection and data analysis.

Chapter IV deals with the result and discussion of the research. That is loaded of result that contain of data presentation, findings and discussion.

Chapter V presents the conclusion of the research and suggestion for further research.