CHAPTER I
INTRODUCTION

As an introduction, this chapter presents the background of the study, statement of problem, purpose of the study, significance of the study, scope and limitation, and definition of key terms.

1.1 Background of the study

English is the international language. International English is the concept of the English language as global means of communication in numerous dialects, and also the movement towards an international standard for the language Patel and M. Jain (2008: 6). The people usually use it either as the first, foreign or second. English is language that is widely used for communication between people who do not have the same first language or even second language. English is one of the kind languages used all over the world. It is used for communication between native speakers and nonnative speakers of English Harmer (2007: 13). Even though it does not have the greatest number of speakers in the world, it is the most widely used language in the world.

As we know, English is a language used to communicate between one people to another. Not only in Indonesia, but also all of the countries uses English language to communicate each other. English is also studied as a foreign language in countries where it is generally not used as a communication medium for example in Indonesia. In Indonesia English lesson is the foreign language taught for student starting from,

elementary school, junior high school, senior high school and college student. Meanwhile, in the teaching and learning process teacher have important role.

Harmer (2007: 108) states there are some teacher roles the first is facilitator, it means that teacher is helping students in the learning process. Second, is resource teacher is seen as a source of knowledge and expertise for students. The last one is counselor, teacher give advice and support. So, teachers have strategic role in shaping the character and educated of students. Therefore, in teaching English choosing a learning strategy that suits the needs of students is very important. The teacher must apply interesting strategies in the classroom. So that, students understand well about what they are learned. Therefore, for teaching English in four skill speaking, reading, listening and writing many English language teachers have the different strategies.

Teacher strategy is constitutes teachers' classroom based practices such as teaching methods, student discipline and students' assessments. There is enough evidence to show that well-managed classrooms make students have a sense of responsibility and motivate teachers to teach their students with confidence and high esteem Jepketer et al (2015: 63–64). In other statement Sarode (2018: 58) Teaching strategies refer to methods used to help students learn the contents of the desired course and can develop goals that can be achieved in the future. The teaching strategy identifies the various learning methods available to enable them to develop appropriate strategies for dealing with identified target groups.

According to Brown (2000: 113) strategy is specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs

for controlling and manipulating certain information. They are contextualized "battle plans" that might vary from moment to moment, or day to day, or year to year. Strategies vary intraindividually each of us has a number of possible ways to solve a particular problem, and we choose one-or several in sequence-for a given problem.

Based on the background, it is important to conduct the research because the researcher would like to know what the strategies are used by English teacher at SMAN 1 Ponorogo which is a favorite school where most students have achievements and get high UASBN secore and also, the researcher would like to know what the strategies are used by English teacher at SMAN 1 Badegan because this school in the villages certainly have different abilities from other schools in the city. The researcher hoped this study could inspire other teachers to create more interesting teaching strategies.

1.2 Statements of Problem

Based on the background, the research problems are formulated as follows:

1) What are the strategy that is used by the teachers of SMAN 1 Badegan and SMAN 1 Ponorogo?

2) To what extent the strategies affect in learning process?

1.3 Purpose of the Study

Focusing on the statement of problem above, the researcher stated the purpose of the study below:

1) To find out what the strategy that used by the teachers of SMAN 1 Badegan and SMAN 1 Ponorogo?

2) To investigate in what extent the strategy affect in learning process?

1.4 Significance of the study

After completing all research activities, this research is expected to give the significances as follows:

1) Theoretical Significance

The result of this research is expected to add the reference of professional development for teachers,which can be accessed by some educational practices. It can be contribution in developing the education quality especially for English.

2) Practical Significance

a. Teacher

This study is expected to give teachers, an input concerned with the implementation of teaching strategies that may be applied in teaching English.

b. Researcher

The researcher will get some information, knowledge and also experiences about teaching English strategy.

c. Readers

This study expected to give a contribution to readers, particularly the student of English Departement of Muhammadiyah University of Ponorogo, in enriching reference concerned with the guiding strategy in teaching English.

1.5 Scope and Limitation

Scope and limitation of this study are:

1) The scope of this study is :

   Conducted at SMAN 1 Badegan and SMAN 1 Ponorogo, focused on the teachers strategy in teaching and learning process.

2) Limitation of this study is:

   To investigate how teachers can apply that strategies in teaching- learning process.

1.6 Definition of Key Term

The writer defines the definition of key term used in research in order to avoid misunderstanding. In the explanation, the key terms are as follow:

English Language Teaching: is based on the idea that the goal of language acquisition is communicative competence. It adopts concepts, techniques, and methods in the classroom for recognizing and managing the communicative needs of the language learners.