**CHAPTER I**

**INTRODUCTION**

* 1. **Background of Study**

English is an important language especially in facing globalization because it is one of the most urgent languages used by many people in all over the world and social life such as in economy, tourism, technology and politic fields. It is also used when two people from different countries are involved in communication, for example in an international meeting, seminar, conference, workshop, etc. That is why English ought to be taught from primary school up to university levels as one of compulsory subject (Taufikurrahman, 2010:1)

As an important language, English is thought almost in all level of education such as Junior High School (SMP), Senior High School (SMA) and all departments in University. Even at present, much Elementary School had made English as one of subjects for student.

In the process of teaching language, it needs the teacher creativity in choosing and combining some strategies and techniques of teaching. That is why all teachers and students of university as the candidate of teacher have to know more strategies, methods, techniques, and approaches in teaching language because understanding about strategy in teaching is a first step before teaching.

J.R. David (1976 in Suyadi, 2013) states that teaching strategy is a plan, method, or series of activities designed to achieves a particular education goal. Besides that, Kemp, Kozma (in Hamid, 2010) states that teaching strategy is activities that are done by teacher as facilitator for the students to get the objectives of study.

Dick and Carey (1990 in Suyadi, 2013) explain that teaching strategy consists of all subject components, procedures or stages of learning activities that are teacher uses to help the students to get the objectives of study.

All of the definitions above show that teaching strategy has some significant effect toward the achievement of education’s goal. It means is that the teacher’s ability in understanding the strategy in teaching will determine the success of the teacher in teaching.

In the context of the strategies of teacher in teaching English at MA NW Padasuka, some information that the researcher found from some sources is that at the school there is only one English teacher and in the process of teaching English the teacher presents materials in lecturing and the students listen what the teacher explains. In this case, this activity takes place while the time is nearly over although sometimes the teacher gives some questions to the students while the teaching learning process takes place, on the last activity, the teacher sometime does not give summary about the material or such as assignment or homework for the student.

Based on the information above, researcher seizes an initiative to arrange an observation about teacher’s strategies in teaching English at MA NW Padasuka. The researcher wants to know the realization of teaching-learning process at the school, so in the next time the result of this research can be useful for the teaching and learning English and especially for the researcher.

To make easier in collecting and analyzing the data, the researcher have investigated and collected some information that supported the process of teaching and learning as follows:

1. The ratio between teacher and students

Based on the fact that the researcher found during the observation at Madrasah Aliyah (MA) Nahdlatul Wathan (NW) Padasuka, the researcher found that the school only has one English teacher with the number of students about 143 persons which is divided into seven classes. It is meaning that the ratio between the teacher and the students at Madrasah Aliyah (MA) Nahdlatul Wathan (NW) Padasuka is 1:143.

Based on the number of class Madrasah Aliyah (MA) Nahdlatul Wathan (NW) Padasuka with the average 4 hours for each class, so, the number of hour for the teacher in teaching English is 28 hours.

1. Time Availability in teaching English

In UU No. 14 year 2005 section 35 and verse (2) mentioned that work load of a teacher in teaching is minimal 24 hours and maximal 40 hours in a week.

In relation with teaching media, based on UU Sisdiknas Chapter XII section 45 Verse (1) that each unit of formal and informal education prepare the feature and infrastructure that fill the necessity of education based on the development potential physically, intelligence, social, emotional and spiritual.

The feature and infrastructure that prepared for teaching English at Madrasah Aliyah (MA) Nahdlatul Wathan (NW) Padasuka is only text-book.

1. The Minimal Completeness Criteria (KKM)

In Permendiknas No. 20 year 2007 part A. Number 10 explains that KKM is learning completeness criteria that are determined by an educational unit.

The KKM for English language at Madrasah Aliyah (MA) Nahdlatul Wathan (NW) Padasuka is 60 because English language is one of some subjects that are included to National Final Examination.

* 1. **Statement of Problem**

Based on the description of background above, the writer formulated the problem of the recent study as stated in the following research questions:

* 1. What strategies does the teacher use in teaching English at Madrasah Aliyah (MA) Nahdlatul Wathan (NW) Padasuka?
	2. Why does the teacher use certain strategy in teaching English at Madrasah Aliyah (MA) Nahdlatul Wathan (NW) Padasuka?
	3. **The Objectives of Study**

The objectives of study stated based on the research problems are to find out the teachers’ strategy in teaching English at Madrasah Aliyah (MA) Nahdlatul Wathan (NW) Padasuka and the reason of the teacher use the strategy in teaching English to the students of Madrasah Aliyah (MA) Nahdlatul Wathan (NW) Padasuka.

* 1. **Scope and Limitation**

The scope of this investigation will be limited on following point:

1. The research subject in this study is the English teacher of Madrasah Aliyah (MA) Nahdlatul Wathan (NW) Padasuka.
2. The research object in this study is the strategy of teacher in teaching English at Madrasah Aliyah (MA) Nahdlatul Wathan (NW) Padasuka
	1. **Significances of Study**
3. For the Teacher

The significances of this study are expected to be able to help the teacher and in particular for English teacher in understanding about the strategies that he/she uses in teaching English. What strategy that is appropriate to be applied in teaching English? The fact shows that many teachers make themselves as source of knowledge while the duty of student is just as receiver of knowledge their teacher given. Meanwhile the purpose of teaching-learning process is to make the students creative and to be autonomous.

In essence, teaching is not only to extend a material of subject, but teaching is also a process to build character. The concept of *Ki Hajar Dewantara* about “*Ing Ngarso Sun Tulada, Ing Madya Mangun Karsa* and *Tut Wuri Handayanií”* can be applied to build the character of the students (Suyadi, 2013)

1. For the Students

The abilities of teacher in understanding and applying a certain strategy in teaching will influence the students’ response towards the teacher in teaching so the significance of this study for the teacher is the students will give their attention to the teacher during the teaching-learning because their teacher teaches them by a certain strategy.

1. For the School

Each school as the institution of education has to prepare the competent educator because a teacher who is competence in educating and teaching will help the school to get the mission of the school.

1. For the Researcher

The significances of the study for the researcher is, the result of this study will be one of references in understanding the teaching strategy, so it may make the researcher easier in determining a certain strategy in teaching when the researcher becomes a teacher.

* 1. **Assumption**

Based on the information that the researcher got from some students of MA NW Padasuka about activities of the English teacher in the classroom, researcher presents some assumptions as follows:

* 1. The teacher does not have preparation such as teaching plan, Syllabus, etc, Teacher is more dominant than students. The teacher provides her own material without knowing students interest.
	2. The teacher does not have enough comprehension about teaching strategy so the teacher focuses in using one strategy in teaching English.
	3. The school does not have enough teaching media to support a good teaching-learning process.
	4. **Explanation of Key Terms**

In order to have a good concept of the terms used in this research, the researcher provides some definitions of key terms as follows:

1. Teaching is giving precepts to peoples in order they understand the precepts (Suyadi, 2013).
2. Learning is the development of new associations as a result of experience (Suyadi, 2013).
3. Teaching strategy is a plan or a program that is extensively used to ensure that a certain message or lesson is passed from the teacher to the student. The plan uses various means, either theoretical or practical. The duration of the plan may last a short period like a month or even a year.