

CHAPTER I

INTRODUCTION

1.1. Background

English language plays a crucial role in education, especially as an international language used across various disciplines and global communication. However, English Language Teaching (ELT) in Indonesia faces numerous challenges, particularly in regions where English is considered a foreign language rather than a second language. Learning a new language can sometimes be monotonous for students, requiring substantial support to keep them engaged. English teachers must recognize that different forms of support significantly aid students in understanding English (Ybara& Green, 2003). These challenges are particularly evident in East Nusa Tenggara (NTT), especially in Kupang, where several obstacles hinder English learning.

Some contributing factors include limited exposure to authentic English usage, a lack of adequate teaching resources, and varying levels of student motivation. Additionally, many students in Kupang struggle to improve their English proficiency due to minimal interaction with the language outside classroom. Educational infrastructure also poses a challenge, as not all schools have well-equipped language laboratories or access to modern technology that can support English learning. This aligns with the statement that students' low English proficiency is influenced by various factors, such as the learning environment, instructional media, study partners, and teachers' ability to determine effective

teaching techniques, all of which impact students' motivation to learn diligently (Ratni, 2024:337).

The learning process involves interaction between teachers and students to achieve predefined objectives (Isradini et al., 2020:199). This statement highlights the significant role of teachers in the learning process, as students' enthusiasm for learning is influenced by the methods, strategies, and approaches used by educators. Appropriate methods can create a comfortable and enjoyable learning environment, enhancing students' understanding of English. Therefore, effective teaching strategies and adequate supporting facilities are essential; unfortunately, both remain major challenges in NTT. These difficulties create a situation where English teachers must employ innovative teaching strategies to ensure that students continue developing their language skills despite infrastructural limitations. Given these conditions, teachers are expected to meet educational standards through various methods and strategies in their teaching practices. In this context, teacher quality and competence are truly tested, particularly for those teaching in remote areas with limited educational facilities, including in Kupang. Thus, teachers in Indonesia, especially in Kupang, must be capable of addressing these challenges by implementing appropriate teaching methods to help students overcome barriers in learning English.

To address challenges, various teacher strategies have been implemented in English Language Teaching (ELT) to enhance student engagement and comprehension. Research indicates that strategies such as Communicative Language Teaching (CLT), Task-Based Learning (TBL), and Content-Based

Instruction (CBI) have proven effective in similar challenging contexts (Hamer, 2023). These strategies emphasize active student participation, real-world communication, and the integration of English into meaningful activities.

Numerous studies have explored different teaching strategies and methods that can overcome obstacles in educational environments. In many foreign language learning contexts, combining these methods has been shown to increase student motivation and performance. Additionally, scaffolding techniques, the use of interactive multimedia resources, and the application of differentiated instruction have been widely adopted to accommodate diverse learning needs and styles.

The effectiveness of these strategies has been well-documented in various studies, demonstrating their potential to improve ELT outcomes, including in Kupang. At different educational levels, from early childhood education to primary, secondary, and higher education, many teachers have implemented a range of teaching methods and strategies. Research on the effectiveness of these approaches has been extensive, with findings consistently showing positive impacts on the learning process, as reflected in numerous academic journals. Furthermore, the use of authentic materials, game-based learning, and other innovative approaches has also been proven to contribute positively to education. Implementing these strategies can serve as a solution for improving the quality of English learning, especially in regions facing significant challenges in foreign language teaching and learning.

The goal of English language learning is to achieve continuous improvement in outcomes, meaning that students are expected to actively use English in their

daily lives, both at home and at school (Pamungkas&Tohir, 2022). Therefore, the role of teachers in English instruction is crucial, especially in developing effective teaching models to enhance students' language proficiency. To achieve this goal, teachers are encouraged to design learning models that are not only effective but also capable of increasing students' motivation and building their confidence in using English. Teachers need to create innovative and engaging teaching strategies to motivate students to learn and actively participate in the learning process. One such strategy is the use of instructional media, which plays a vital role in creating a conducive learning atmosphere, providing supportive conditions, and fostering an interactive learning environment (Sari &Ayu, 2021).

The challenges in teaching English in Kupang are not only related to limited facilities but also to teachers' readiness in implementing strategies that align with students' learning conditions. In this context, a teacher's ability to adapt teaching methods is a key factor in determining the effectiveness of learning. Teachers are required to be creative in overcoming obstacles, such as the lack of English exposure in the surrounding environment and students' low motivation. Some strategies that can be applied include communication-based methods, task-based learning, and the integration of simple technology to enhance student engagement (Hartini et al, 2022:162-163). Additionally, student-centered and locally contextualized approaches can help students better understand English.

In the context of English Language Teaching (ELT), teachers play a role not only as knowledge transmitters but also as motivators and guides throughout the learning process. They are responsible for selecting appropriate teaching methods,

designing engaging lessons, and creating a conducive learning environment where students feel comfortable and motivated to learn. A teacher's ability to adapt instruction to students' proficiency levels, provide constructive feedback, and implement diverse teaching strategies significantly impacts the effectiveness of language learning.

Optimal language learning depends not only on the methods used but also on how well teachers can shape students' character by fostering motivation and confidence. This is particularly crucial in foreign language acquisition, where courage and self-assurance are essential for effective learning. In Kupang, teachers face additional challenges in addressing students' linguistic and cultural backgrounds while ensuring that English learning experiences remain relevant and meaningful. Therefore, teachers must demonstrate perseverance, intelligence, and creativity in overcoming various learning barriers. The effectiveness of teachers in ELT is a key factor in improving the quality of learning, particularly in environments with limited resources and minimal exposure to English in students' daily lives.

Based on the discussions above, this study will examine the strategies used by teachers in English Language Teaching (ELT) at SMA 1 Taebenu. As highlighted in previous paragraphs, teachers play a crucial role in enhancing students' English proficiency, especially amid various challenges. Preliminary research conducted during the researcher's Field Experience Program (PPL) revealed that students' comprehension of English remains relatively low across multiple aspects. This situation has prompted further investigation into the teaching strategies and

methods employed by teachers in guiding students. While various teaching strategies have proven effective in improving students' skills, their implementation at SMA 1 Taebenu needs to be analyzed further to determine the extent to which these strategies have been applied in the learning process. Additionally, the challenges faced in teaching English at this school require attention, including how teachers address these obstacles and the steps they take to overcome them.

Every learning challenge necessitates appropriate pedagogical approaches, whether in the form of methods or strategies that align with students' needs and circumstances. The strategies employed should foster student engagement, facilitate optimal learning outcomes, and create a conducive learning environment. By analyzing the teaching strategies (ELT) applied at Tarus Tengah Christian High School, this study aims to determine the strategies or methods of teachers in teaching English to improve students' English language skills. Therefore, the researcher formulates the study titled "An Analysis of Teacher's Strategies in Teaching English at SMA 1 Taebenu" as an initial step in understanding the role of teaching strategies in this context, with further details on the research plan presented in the following sections of this proposal.

1.2. Research Problems

Based on the explanation in the background, the research problem can be formulated as follows:

1. What are the teacher's strategies used in teaching English at SMA 1 Taebenu?

1.3. Aims of Study

Based on the problem statements above, the researcher formulates the aims of study as follows:

1. To find out the strategies used by teachers in teaching English at SMA 1 Taebenu.
2. To find out the types of strategies used by teachers in teaching English at SMA 1 Taebenu.

1.4. Significance of Study

This section contains the theories that support this research and the benefits it produces.

1.4.1. Implication

This research is supported by Daud (2020:31) states that strategy is a key factor that educators focus on when conducting teaching and learning activities, as the success of the learning process is influenced by the teaching strategies employed by teachers.

1.4.2. Application

This research is expected to improve the quality of education in Indonesia and motivate various parties, including:

- a. For Teachers

This research is expected to provide insight for English teachers about the strategies used in the learning process. Teachers can use these findings to

improve their teaching methods and make learning more contextual and relevant for students.

b. For Students

Student can benefit from using the strategies used to increase their motivation and interest in learning.

c. For Schools

The results of this study can serve as a basis for schools in designing a more effective curriculum or learning programs by utilizing extensive reading strategies, thereby improving the overall quality of English language learning