

CHAPTER I

INTRODUCTION

1.1 Background

The concept of strategy originates from the Latin term "strategic," which signifies the employment of plans to achieve specific goals (Al Muchtar et al., 2007: 1.2). In general terms, a strategy can be described as a tool, plan, or method used to accomplish a task (Beckman, 2004: 1). In the realm of education, strategy refers to the technique utilized to present content within the learning environment. A learning strategy can also be interpreted as a series of activities that educators choose and apply based on the unique characteristics of their students, the conditions present in the school, the surrounding environment, and the established learning objectives. Learning strategies include various methods, techniques, and procedures to help students achieve their educational goals. The terms "method" and "technique" are often used interchangeably (Al Muchtar et al., 2007). Consequently, to realize effective and efficient learning outcomes, learning strategies must align with the set learning objectives (Gerlach and Ely, 1971).

According to Miarso (2005), a learning strategy encompasses a comprehensive approach to learning within a system, comprising general guidelines and a framework of activities broad learning objectives, all framed by a specific philosophy and/or learning theory. Seels and Richey (1994) define learning strategies as the selection of sequences of events and activities that include methods, techniques, and procedures, enabling students to meet their learning goals. Kauchak and Eggen (1993) describe

learning strategies as a collection of activities undertaken by educators to achieve specific educational objectives.

Learning and teaching activities are ongoing processes that involve students fully to change behavior. Therefore, in learning and teaching activities, teachers are expected to apply appropriate strategies by planning learning activity steps that students can follow. In teaching and learning activities, teachers must be able to act as guides, teachers, and trainers, and motivate and facilitate students so that good interactions are established. Another definition of learning strategy is the overall general pattern of activities of educators and students in realizing effective learning events to achieve goals, effectively and efficiently formed by a combination of the sequence of activities, methods, and learning media used, as well as the time used by educators and students in learning activities (Brown, 2007).

Teachers' skills and expertise are indeed required every time they provide learning to students. These skills are not only related to mastery of the material being taught but also accompanied by the teacher's ability to deliver learning well so that it is easy for students to understand. Making students understand the material being taught is certainly not an easy thing. Therefore, every teacher needs the right learning strategy according to the environment, the learning being taught, and the teacher's ability to convey learning knowledge (Brown, 2001; Harmer, 2007).

Teacher's effort to improve students are by providing varied learning strategies. Teaching strategies help teachers so that the learning process does not make students bored and makes students feel interested in the lesson being taught. By providing the right strategy, the teacher hopes that learning objectives to be achieved can be achieved

and reached by the students being taught. The teaching strategies used in each subject are certainly not the same. The teaching strategies are given according to the needs of the subject being taught because one strategy is not necessarily suitable for other lessons, so the teacher must arrange a good strategy. Because, many teaching strategies can be used by teachers, they are adapted to the character of the subject being taught, and it is the teacher who determines which strategies will be used (Harmer, J, 2015).

Based on the identified problem, the researcher believes that English subjects can become a significant challenge if not addressed promptly. With this in mind, the researcher has developed a keen interest in analyzing the strategies employed by English teachers in teaching these subjects, particularly in the eleventh grade. This study will specifically concentrate on the teaching strategies used by English teachers in English subjects. To carry out this research, the focus will be on identifying the types of strategies that English teachers utilize and examining how they implement these strategies in their teaching practices.

Based on the result of the explanation above, the researcher is interested in conducting a study that discusses **“Teachers’ Strategies In Teaching English of English Teachers At SMA 1 Taebenu?”**

1.2 Research Problem

Based on the background above, it is important to know the teaching strategies of SMA Negeri 1 Taebenu teachers. Therefore, the formulation of the problem in this study is: What are the teacher strategies in teaching English in SMA 1 Taebenu?

1.3 Aim of Study

The research aims to describe teachers' learning strategies, as well as the learning outcomes for English subject skills.

1.4 Significance of Study

1.4.1 Implication

The aim of teaching English is to develop students' ability to get the four skills. Paragae (2023) states that innovative strategies aim to prepare students to master the skills needed in the digital and global era. Innovative learning strategies provide various benefits in the language learning process. Learning strategies often implemented in learning English as a foreign language are cooperative learning, problem-based learning, and project-based learning.

1.4.2 Application

The Benefits of this research are not only theoretical but also practical; these are:

1. For the teachers.

The researcher hopes that the findings of this research will have a positive effect on the teacher to empower the teacher's knowledge of how to apply the kinds of teaching techniques in teaching English subjects.

2. For the students.

The result of this study is also expected to help and be beneficial for the students in finding out the effective way or technique to solve their difficulties in developing English learning.

3. For other researchers.

These various teaching methods are implemented in teaching English to the students in junior high school and developing into another research.