

CHAPTER 1

INTRODUCTION

A. Background of the Study

Currently, English has become the most important international language and is widely used across various fields, including education. English is more widely taught as a foreign language than any other (Coulmas, 2005 cited in McKay, 2012). In Indonesia, English is considered a compulsory subject at various levels of education. It has a crucial role in preparing students for higher education and international careers. Countries that introduced English into their educational curriculum at an early stage often have a more capable population prepared to meet global challenges (Johnston, 2019). However, teaching English is not easy. The teachers must be proactive in finding the best solutions to teach English. William and Burden (2004) stated that the strategies used by teachers are a key factor in the success of language learning. Also, Brown (2004) that the right choice of teaching strategy makes the teaching English process easier to apply to various teaching methods and techniques. Thus, teachers need to select and adapt instructional strategies that promote real-life language use. In this way, English learning will not only be theoretical but also practical and contextual, helping students to be better prepared for the challenges of globalization.

The strategies used in teaching English skills significantly influence teaching and learning outcomes. Through appropriate teaching strategies used by teachers, it will help students better understand theoretical matters and overcome language difficulties. However, the strategies that teachers apply for teaching should be determined by the student's skill and interest (Felani et al., 2022). Therefore, it is crucial for the teachers to select some appropriate strategies for teaching English in various classroom conditions.

Based on the result of the preliminary interview, it was found that in the language class program held by one of the private Junior High Schools in Tasikmalaya, the English teachers implemented various strategies to teach

English for the students, such as discussion and presentation. By implementing various teaching strategies, it resulted in the students' English proficiency and communication process, where they are able to communicate with their classmates and English teachers both outside and inside the classroom.

There are some previous studies related to teaching strategies. In the study of Mustika et al., (2021), the researchers collected data through interviews with an English teacher at the school. It was found that English teacher used some strategies in teaching English such as discussion strategies, demonstration strategies, using electronic media as learning media, using games and providing reinforcement in the end teaching and learning process. Furthermore, in the study of Nuraini et al. (2024) focused on English course. Moreover, the researchers discussed teaching strategies, challenges, and characteristics of these students. Furthermore, the present study will focus more on the school with a language class program because there are still limited studies investigating the strategies used in a language class program.

Based on the above explanation, the researcher conducted the study in one of the private Junior High Schools in Tasikmalaya that has a language class program. The researcher employed one teacher who teaches English. Therefore, a researcher is interested in exploring what are the teaching strategies used by English teachers.

B. Formulation of the Problem

The researcher formulated the problem in this study as follows:

1. What are the teaching strategies used by the English teacher to teach English in a language class program?

C. Operational Definitions

These operational definitions are to avoid misunderstanding, it is better to explain terms about the research keyword, as follows:

1. Teaching English as Foreign Language

In this study, teaching English as a foreign language refers to the instructional process where English is taught to students whose first language is not English, typically in a country where English is not the dominant language. The goal is to enable students to understand, use, and communicate effectively in English for academic and real-life purposes.

2. Teaching Strategies

In this study, teaching strategies refer to the plan and the ways of activities and instruction that are used in teaching and learning English by the English teacher in a language class program in order to help students gain knowledge, remember, and develop students' English proficiency.

3. Language Class Program

The educational program that focuses on mastering and learning a language, which is English. This program applies to several high schools in Indonesia.

D. Aim of the Study

Based on the problem, the aims of the study are to find out:

1. The teaching strategies used by English teacher to teach English in a language class program.

E. Significances of the Study

- 1. Theoretical Significance**

The present study contributes to theoretical use to expand the literature on teaching English strategies in language class programs.

- 2. Practical Significance**

The current study contributes to teachers becoming more effective and innovative in the application of various teaching English strategies, particularly in a language class program.

3. Empirical Significance

The present study empirically contributes to providing researcher's' experience in finding effective strategies in teaching English to students. Also, it will give new insights for using some strategies for developing students' English proficiency.