

Chapter One

Introduction

There are several points that are presented in this chapter. The first is the background. The background will give a brief explanation of the reason why the researcher is interested in this issue. The second is identification of the problem which identifies the issues rose in this study. Moreover, its limitation is presented in the third subchapter, delimitation of the problem. Additionally, the fourth subchapter of this study covers the research questions and describes the objective of the study, while the benefit of the research is demonstrated in the next subchapter, the significance of the study. At last, the organization of the research will illustrate the main idea that is being explained in each chapter.

Background

It is widely accepted that English is one of the most used language in the world. In this modern era, the access to the world is getting easier, and the information is served mostly in English. English is used almost in every aspect of life such as in manual book, journal, and books. Therefore, to compete with this evolvement of the world, English has become the most desired language to be learned.

In language learning, there are various factors that influence the learning process such as students' motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, and personalities. Not only are the factors inside the students but also teachers themselves hold the main contributors that could highly influence language learning process in which eventually impacts on learners' achievement in English. Besides, Djamarah and Zain (2010) stated that the most important role that teachers possess is to be a manager. Teachers should be able to manage classes and provide conditions enabling

students to learn. If they cannot responsibly manage the classroom, teaching-learning process would not run effectively. Thus, to have a good class management, teacher should be well prepared and well planned.

As the purpose of the teaching-learning process is for the student to possess the knowledge and understand the knowledge, teachers are responsible to plan the class and transfer the knowledge to become easy and effective. It is asserted by Foutz (2010) in Rahman, Jumani, Basit, Chishti and Ajmal (2010) that an effective class begins with the teacher. Teachers should plan the entire things well as they need to know students' objectives to achieve and the appropriate strategies to attain. Anthony (2014) stated that approach, method, and technique have hierarchical arrangement. Approach is the level of the theories; method is the plan of language teaching which is consistent with the theories and techniques carry out the method. In order to have well prepared classes and to achieve the purpose of teaching learning process, teachers should be creative in planning or choosing the teaching strategies that fit with the context.

The way teachers plan and manage the classroom determines how effective the class will be. Anthony (2014) maintained that the effective machines as a technique in language is not a number of sophisticated electronic equipment but more into what kind of approach and method the equipment carries out. It implies that to achieve an effective teaching and learning process, teachers should select and employ the most suitable methods for the classroom by considering the context and the needs of the classroom itself. It is crucial because however, teachers need to pay attention to what kind of objective the student has to master and how advance students' background knowledge is.

From the explanation above, it can be seen that teaching strategies has significant role in teaching and learning process. Concerns have arisen in the fact that not all teachers

are aware of the importance of teaching strategies. It has been a common thing in Indonesia and probably in other countries that teacher especially EFL teacher come to the classroom unprepared and just rely on the flow that occur in the class. According to some informal interview that the researcher did with the private lesson student in Yogyakarta, they said that most of their EFL teachers at school just come to the class and ask the student to read certain text from the book only. That activity is followed by several worksheets from the textbook as well. That is why the class tends to be boring and does not have many activities where the students can participate more.

However, in her internship program, the researcher found one private senior high school in Yogyakarta that can be considered as a one of the eminent school that has successfully imprinted students with a good quality in English. It happened that all of the English teachers there have more than five years' experience in teaching English. They always upgrade their pedagogical knowledge and understand how teaching strategies play main role in knowledge transfer process. During the internship program, the researcher witness how the teachers use varieties of teaching strategies. For example the teachers involve technology a lot in their classroom to maintain students' interest in the lesson. For instance the activities are watching the videos, listening to music, or presenting particular topic with power point and so many more. It is believed by the researcher that this school is the ideal school that can provide a lot of information regarding the strategies in teaching English

Besides that, there are considerable challenges for teachers in the implementation of teaching strategies. These challenges are caused by various factors. It comes from the teacher and the students. Teacher's qualification in teaching and English mastery are not rare become main challenges in teaching and learning process. According to Emery (2012),

he stated that when it comes to the teachers' qualification, language proficiency level, and training, teaching English tends to be more challenges since these points can influence teachers' confidence in teaching. He added that most common mentioned challenges that usually appear during English teaching and learning process is due to overcrowded. It makes the teacher hardly control the classroom. Amidst, the factors from the students are as common.

As an illustration, applying role-play as a strategy to improve students speaking skill in a class where the students are quiet and anxious will result differently compare to applying it in a very lively class. A study conducted in Malaysia found that students' lack of confidence might hinder the objective of role-playing as a communicative strategy from being accomplished (Zaidi, Rani & Rahman, 2017). Copland, Garton, and Burns (2014) illustrated the reason why role-playing might not run successfully. They mentioned that many students are timid in front of the class, especially in speaking foreign language since it could be very threatening for them. So that, Athimoolam (2004) as cited in Dundar (2013) stated that in order to make it works, teacher needs to make sure that the students are familiar with the topic to ensure maximum participation.

Thus, the facts that the entire English teachers have been teaching English for more than five years, they must have more experience in the classroom. They will know what challenges that usually appear during the implementation of the teaching strategies. This will be good information as the challenges will always appear in implementing teaching strategies. However, by knowing it beforehand the teacher can be more preventive and well prepared. Thus, the teaching and learning process will be more effective and efficient.

Hence this study aimed to explore teaching strategies that is used in this private senior high school in Yogyakarta as this school is widely accepted as one of the most

favorite school in Yogyakarta. The researcher wants to have a better picture of what kind teaching strategies that the EFL teacher uses there. In addition, the researcher also wants to explore the challenges that the teachers face in implementing the teaching strategies.

Identification of the Problems

Teaching strategies has an important role in teaching and learning process. There are a lot of issues arisen in this particular topic. The teachers sometimes have a hard time choosing teaching strategies that suit the best with the objective of the lesson. A lot of questions appear when they try to choose teaching strategies. Is this effective enough to teach writing skill? Is it a good way to improve students' speaking skill? and more questions. Deciding which teaching strategies is the best has always been a hot topic to be discussed among researchers.

Another issue that usually occurs is the fact that not all the teacher was aware of the importance of teaching strategies, and how it can impact students' achievements. Some teachers just come to the classroom unprepared, and rely the process only on the textbook activities. Ironically, the researcher even found a case where the teacher just asked the students to read and fill in the worksheet without any explanation before. This way, the students do not have a lot of opportunities to explore their skill in English. Thus, the class tends to be monotonous.

Additionally, it is common to see the students who finding it difficult to adapt with the teaching strategies. Every teacher has an absolute right to choose which teaching strategies they want to apply in the classroom. Background knowledge and the experience of the teacher highly affect teachers' decision in choosing teaching strategies. Sometimes they forget to assess students' need and ability. Thus, the teaching and learning process becomes effective and efficient.

As what has been mentioned before, teaching strategies have an essential role in teaching and learning process. The fact that that the entire problems above are often found; this topic should be explored more. That is why the study about teaching strategies is needed to be carried out at this private senior high school in Yogyakarta. In view of the fact that this school is known as one of the eminent school in Yogyakarta that has produced a lot of students with a good quality of English.

Delimitation of the Problems

There are a lot of teaching strategies used in teaching-learning process. However, this study only focuses on what kind teaching strategies that is implemented in English language learning process and what the challenges that the teacher face in implementing it. Since this study was conducted at a private senior high school in Yogyakarta, any opinions found in this study only represent the teachers from this school. It may not necessarily be generalized as the opinion of all the teacher.

Research Question

This research has two research questions. The research questions are:

1. What teaching strategies do the teachers use at a private senior high school in Yogyakarta?
2. What are the challenges faced by teachers in implementing teaching strategies at at a private senior high school in Yogyakarta?

Objective of the Study

This study has two research questions, namely; what teaching strategies do the teachers use at a private senior high school in Yogyakarta?, and what are the challenges faced by teachers in implementing teaching strategies at a private senior high school in Yogyakarta? Based on the research questions this research aimed to:

1. Explore various teaching strategies that are used by English teacher at a private senior high school in Yogyakarta
2. Find out the challenges which are faced by the teacher in implementing teaching strategies at a private senior high school in Yogyakarta

Significance of the Study

This research will be beneficial and give some advantages for particular people, such as teachers, and researcher.

For Teachers. Teaching English as a foreign language is not easy. Teacher will often find the difficulties in choosing teaching strategies. This research can be the reference for the teacher about what specific teaching strategies that can be used for particular objectives. This research also can be a teacher reference of what kind of obstacle that might appear during the implementation process, thus the teacher can be more preventive.

For Pre-service Teacher. As pre-service teacher is a person who is prepared to become a teacher, this study will benefit them as well. Pre-service teacher will be involved in a lot of teaching and learning situation during the study. Thus, this research will be beneficial for them since it is important for them to have a better idea of what kind teaching strategies that can be applied in the classroom. Beside that this study provides information about challenges that the teacher face during the implementation of the strategies. Therefore the pre-service teacher can anticipate it better.

For Next Researcher. The next researcher also will get benefits from this research too. This research can be next researcher's reference about what kind of teaching strategies that is used in one of eminent school which has succeed imprinting students with good quality in English.

Organization of the Chapter

This research consists of five different chapters. The first chapter is introduction. In this chapter, the researcher demonstrates the background of the study, statement of the problem, delimitation, research question, statement of the problem, purpose of the research, significance of the research, and organization of the research. The second chapter is literature review. In this chapter the researcher collects some theories and concepts from many sources related to the study. The third chapter is Methodology. This chapter is divided into six points which are research design, research setting, research participants, data collection techniques, data collection procedure and data analysis. This chapter generally talks about the technical thing of how this research is conducted. Chapter four is finding and discussion. In this chapter the researcher will inform the findings of the study that will answer the research question. The last chapter is conclusion and recommendation. It will consist of the summary of the research and some recommendation for future researcher.