

CHAPTER I

INTRODUCTION

A. Background of the Study

SMA Kartika I-5 Padang has demonstrated its commitment to improving English learning through various approaches and student achievement.

Use of Rewards in English Teaching: Research conducted at SMA Kartika I-5 Padang identified the types of rewards used by teachers in English learning. These rewards aim to motivate students to improve their English language skills.

Student Achievements in English: Students of SMA Kartika I-5 Padang have achieved achievements in English. For example, in 2019, a student named Stefany Rahmadytha from class XII IPS 2 was accepted at Semarang State University majoring in English Literature through the SNMPTN pathway.

Learning Support Facilities: This school provides facilities that support English learning, including 30 classrooms, 1 science laboratory, 2 computer laboratories, and 1 library. These facilities are designed to create a conducive learning environment for students. Through these efforts, SMA Kartika I-5 Padang is committed to continuing to improve the quality of English learning for its students.

Designing good strategies will be one of the important ways to achieve teaching goals in schools. Teaching strategies are the approach chosen to provide learning material to students in a particular learning environment that consists of the design, variety and arrangement of activities that can convey learning skills to students (Colombo, 2012).

Teaching strategies have a strong relation with learning purposes. It can be seen from the description of the behaviour and competencies that must be possessed by students during and after class in the manner that must be taken to achieve these goals. It is supported by Wena (2009:18) stated that in the implementation of learning many variables that affect the success of a teacher so that it can be made as an indicator of success of a teacher in using teaching strategies among them are: teacher ability to open lessons, carry out core learning activities, make evaluations or evaluations of learning, close lessons and supporting factors. (Use of language, attitude, organizing time and appearance.). Nana Sudjana (2014: 147)

The teaching strategy is the action of the teacher in implementing the teaching plan, meaning the teacher's effort in using several teaching variables (targets, materials, methods, and tools and evaluations). So, as to influence the students to the goals already set, based on Kepmendiknas No. 23 in 2006, on the Graduation Standards, the general objective of learning English in Indonesia is that students should be able to “demonstrate the ability to listen, read, write, and speak in English”

Previous research results showed that teacher's strategy in teaching,

first Widya Angraeni (2020) proposed that the teacher's strategies in teaching speaking, second Ulviana Miftakhul Jannah (2021) proposed the strategies in teaching listening, then Lukman Jayadi (2020) proposed that the teacher's strategies teaching writing at SMA Taman Madya Ibu Pawiyatan Yogyakarta and Jefri Arian (2020) submitted the strategy in teaching reading at Senior High School 12 Banda Aceh. Based on observations that the researcher did at , researcher found several things, including teachers' strategies in teaching English and student learning outcomes. Based on the description of the teacher in the results of the interview, the teacher teaches English in one meeting there are at least two skills. This research aims to reveal more deeply about the teacher's strategy in integrating that skill into the student. Based on phenomena about researcher wants to conduct the study entitled this research is focused an analysis teacher strategy in integrated skill.

Integrated skills are the teaching that incorporates the four language skills (listening, speaking, reading, and writing) to develop students' communicative competence and their ability to use English to gain access to social, vocational, educational, or professional opportunities. Some theories concerning to the integrating of four skills have been widely spread over decades. Brown (Brown, 2000) had identified fundamental aspects of teaching language are listening, speaking, reading, and writing. Then, harmer classify those four skills as receptive skills and productive skills (Harmer, 2007b).

Moreover, Dianne added two supported skills, they are grammar and vocabulary (Wall, 2011), because all four skills are understandable without these two skills in communicative production. It means that the students can enrich their performance by exposure to their experience with the language provided. From these theories, integrating four skills will encourage the students' motivation to effectively provoke their language ability. The students tend to learn to speak and to write from what they hear and see or read (Harmer, 2007b). In this case, Brown (2000) stated that a course dealing with reading, will also deal with other skills. It is also supported by Hinkel (2007) that communication will be meaningful when people employ all the basic skills in cycle. It is clearly seen that employing four skills can promote the students' performance and enrich the teachers to be more creative at the same time (Brown, 2000). In addition, all theories have conducted that it does not make any sense to teach language in separated way instead of using the four skills simultaneously in teaching language, especially for English class. As a result, in addition to a variety of other complicated skills, a teacher's language proficiency and teaching abilities are crucial when it comes to teaching English as a foreign language. (1990; Burn and Richard).

By integrating the four skills, the students experiment and take risks with learning the foreign language which makes learning more lovely and productive, by integrating the four skills, we are providing a certain input that becomes a basis for further intake, which in turn will become a new

output, Production and reception are two sides of the same coin, Interaction means sending and receiving messages, Written and spoken languages have a relationship with each other and Integration will reflect the interrelationship between language, culture, and society. Process of teaching in integrating language skill, it needs the teacher creativity in choosing and combining some strategies and techniques of teaching. That is why all teachers should know strategies, methods, techniques, and approaches in teaching language because understanding about strategy in teaching is a first step before teaching. Based on phenomena about researcher wants to conduct the study entitled ***“Analysis of Teacher Strategies in Integrating English Skill in Teaching at tenth grade SMA Kartika 1-5 Padang”***.

B. Focus on the Study

This research is focus on analysing of English teacher's strategies in teaching English skills, including speaking, reading, writing, and listening in teaching at tenth grade SMA Kartika 1-5 Padang.

C. Formulation on the Problem

The formulation of the problem of this research is as follows:

1. What strategies is mostly used by teacher in integrating English skills in teaching at tenth grade SMA Kartika 1-5 Padang
2. How does English teacher integrate English skills in teaching at tenth grade SMA Kartika 1-5 Padang

D. Research Purpose

1. To find out teacher's strategy in integrating English skills is mostly used in teaching at tenth grade SMA Kartika 1-5 Padang.
2. To describe teacher's strategies in integrating English skills in teaching at tenth SMA Kartika 1-5 Padang.

E. Significances of the Study

1. Theoretically

The result of this research is to provide more information about the concept of teaching strategy. This becomes a reference for English teachers to improve the quality of teaching English and make the learning process more effective and fun in the classroom. This can be a contribution to increase teacher knowledge about teaching strategies for English teachers. The researcher hopes that information about teaching strategies can be a solution in teaching English to help teachers be creative in the classroom. It can help English teachers change their current and future teaching strategies.

2. Practically

- a. For the readers, this research result hopefully is expected to give information about English teacher strategies in integrating English skill in teaching at tenth grade SMA Kartika 1-5 Padang.
- b. For teachers, the findings of this study are expected to be useful for teachers who want their students to be more involved in learning English. Hopefully these findings will help teachers determine the

best way to help students learn English effectively and it is hoped that teachers can implement strategies that can make students comfortable and enthusiastic in learning English.

- c. For the students, the students can improve their ability on English skills and more active in the teaching learning process. They will be able to read well in English.
- d. For next researchers, the findings of the study will be valuable to other researchers, they may be utilized as a reference or as useful information on teaching strategies.

F. Definition of Key Terms

1. Integrated Skills

Integrated skills are the teaching that incorporates the four language skills (listening, speaking, reading, and writing) to develop students' communicative competence and their ability to use English to gain access to social, vocational, educational, or professional opportunities.

2. Integrating Language Skills

According to Wang (2000), integrating the four skills emphasizes the focus on realistic language and can therefore lead to the students' all-round development of communicative competence in English.

3. Teacher's Strategy

A planning by the teacher which contains a series of activities designed to achieve certain educational goal.

4. Teaching Strategy

Teaching strategy is a teacher's plan in teaching and learning process to achieve a purpose which have planned.

