

CHAPTER I

INTRODUCTION

A. Background of the Study

The success of the learning process is largely determined by the teacher's decision in choosing the right strategy, technique, and approach. Therefore, understanding teaching strategies is an important factor in creating effective and meaningful learning. Richards and Lockhart (1996) refer to the teacher as pedagogical decision makers who must understand the social, psychological, and cognitive context in which learning takes place. The right teaching strategy not only delivers material but also encourages students to be active in the learning process. With the right strategy, various obstacles such as lack of motivation or limited learning time can be overcome.

In the context of learning English as a foreign language (EFL), teaching strategies include a variety of approaches and adjustments to students' needs. The teacher needs to consider the methods used, classroom management techniques, utilization of learning media, and collaborative learning models. All of these need to be adjusted to the students' ability levels, learning styles, and curriculum objectives. Good strategies are flexible and can be adjusted to real-world situations in the classroom.

Several experts have suggested that teaching strategies are not just about delivering material, but are consciously designed action plans to achieve certain learning goals. Brown (2001) emphasized that strategies are structured steps with clear goals. Richards and Rodgers (2014) also stated that teaching strategies should

be based on the philosophy or principles of education that the teacher believe in. With a planned strategy, the teacher not only help students understand the material, but also encourage the development of critical thinking, problem solving, and students' personal values.

Previous studies have shown that the teacher face challenges in choosing the right strategy but still try to adapt their approach. Kalsum et al. (2023), for example, found that despite facing low student motivation and time constraints, the teacher still implemented strategies such as the uses of visual media and group work. Meanwhile, Iskandar and Lusiana (2024) noted that the teacher were not fixated on one approach but combined various strategies to achieve more optimal learning outcomes.

In Indonesia, the Independent Curriculum policy provides more space for the teacher to design more contextual and relevant learning. This curriculum emphasizes meaningful learning, based on student needs, and encourages the development of 21st-century skills such as critical thinking, creativity, and collaboration. This requires the teacher to be more reflective and adaptive in developing learning strategies.

Given the complexity of English language teaching and the ever-evolving demands of education, it is increasingly important to examine how the teacher in real school settings select and implement their teaching strategies. Research in specific contexts can offer concrete insights into what works in the classroom and why. Additionally, understanding how the teacher adapt strategies to address real-world challenges such as diverse student needs, changing curricula, and limited

instructional time can help inform better teaching practices, especially in public schools where resources may be limited.

Based on the result of preliminary study at SMA Negeri 3 Lubuk Basung on February 2025, it was found that the English teacher uses various strategies in teaching English. They stated that they used presentation and group discussion in teaching English. This research is conducted to find out and describe in depth the English teaching strategies used by English teacher at SMA Negeri 3 Lubuk Basung. This study aims to explore the process of planning and implementing strategies, obstacles that arise in the field, and how these strategies affect the overall learning process. Therefore, the title of this study is “Analysis of Teacher Strategies in Teaching English at SMA Negeri 3 Lubuk Basung.”

B. Focus of the Study

This study was focused on finding out and describing the strategies that are used by English teacher in teaching English, especially for eleventh-grade students at SMA N 3 Lubuk Basung.

C. Formulation of the Problem

The formulations of the problems of this research are as follows:

1. How does the English teacher teach English at eleventh-grade students at SMAN 3 Lubuk Basung?
2. What strategy is mostly used by the English teacher in teaching English at SMAN 3 Lubuk Basung?

D. Purpose of the Study

1. To describe the teaching strategies used in teaching English by English teacher in classroom settings.
2. To find out the strategy that is mostly used by English teacher in teaching English at eleventh-grade students of SMAN 3 Lubuk Basung.

E. Significant of the Study

1. Theoretically

The results of this study are expected to contribute to the development of the concept of integrated skills learning strategies in teaching English. In addition, this study can be a reference for the teacher in designing more effective and enjoyable learning methods for students.

2. Practically

- a. For the teacher, this study can help the teacher in choosing and implementing more effective learning strategies to improve students' language skills.
- b. For students, with the implementation of better strategies, it is hoped that students can be more motivated and have better language competence.
- c. For next researcher, the results of this study can be a reference for further research that wants to develop studies on integrated skills-based English teaching strategies.

F. Definition of Key Terms

Teaching Strategy	: action plans designed to achieve specific learning objectives Brown (2004)
English Skills	: four fundamental language abilities that are essential for effective communication, namely listening, speaking, reading, and writing.

