

CHAPTER I

INTRODUCTION

A. Background of the Study

In this era of globalization, English language skills are an important aspect in the field of education. English is not only used as a tool for communication but also serves as a bridge to exchange information and culture between countries. According to (Vance, 2024), English has now become the main language used globally, crossing national and cultural boundaries as the most widely used international communication tool. This shows that having good English skills opens wider opportunities to access knowledge, follow technological advancements, and build international relationships. Furthermore, (Kurbanova Gullola, 2024) emphasize that mastering English plays an important role as the language of instruction in formal education. This is closely related to entrance selection processes, access to higher education, and opportunities to participate internationally, especially in the education sector.

Teachers play a key role in the success of English language learning. Their duties are not only to deliver the material but also to act as facilitators, motivators, and innovators who can create a supportive and effective learning environment for students. In the English learning

process, the teacher's role becomes more complex because they must adjust teaching strategies and methods to fit the different needs and characteristics of each student so that learning can run effectively and thoroughly. According to (Abraham & Margana, 2019), teachers are expected to build an interactive classroom atmosphere where students feel comfortable communicating, expressing themselves, and learning together with the help of technology. This approach not only helps reduce language anxiety but also encourages active student participation in the learning process.

Facing challenges in English language teaching today is becoming more complex, especially due to the growing diversity of students' needs and the rapid development of technology. Many teachers still struggle to choose and apply teaching strategies that match students' interests and characteristics, making the learning process less effective. This situation is made worse by the limited use of technology in the classroom and differences in students' backgrounds, such as language ability and access to learning resources. According to (Johnson & Lamb, 2009), teachers are required to design various learning strategies that meet students' different needs, interests, and learning styles. In addition, teachers should be able to use technology to create more interactive and engaging lessons. A teacher's professionalism is not only shown through academic ability but also through the attitude and behavior that reflect the true character of an educator. If a teacher performs well and is trustworthy, it will have a

positive impact on students' motivation and learning attitudes, as well as improve the quality of education. Furthermore, the learning process in the classroom needs to be supported by careful planning. Teachers must also understand how students learn and be able to manage classroom conditions effectively so that the learning process runs smoothly (Surayatika, 2022).

One important way to achieve educational goals at the school level is by developing the right and effective teaching strategies. Teaching strategy can be understood as the method chosen by the teacher to deliver learning material in a specific learning situation. This learning environment includes the design of activities, variety of methods, and the arrangement of tasks aimed at helping students understand the material (Mustika & Wardah, 2021). Effective teaching strategies are especially needed to support students in learning English amid the challenges of modern education. Teachers must be able to create interesting approaches that suit the diverse needs of students in terms of background, ability, and learning interests. These approaches can include student-centered learning methods, project-based learning, or the use of technology in the classroom. (Dignath et al., 2008) emphasize that success in learning including English highly depends on teaching strategies that can develop students' cognitive and metacognitive skills. This means that selecting the right strategy based on students' needs can encourage them to think more critically and learn more independently.

Several studies related to this topic have been conducted previously. One of them was conducted by Nurmaya Ningsih (2020) entitled “English Teacher Strategy to Stimulate Students’ English Learning Activity at MAN Mojokerto City.” This study aimed to analyze the implementation of teaching strategies used by English teachers and the reasons for choosing these strategies in teaching at SMPN 20 Kota Bengkulu. The results showed that the teachers used several variations of teaching strategies, namely: direct instruction, discussion, small group work, and role play. The reason the teachers chose these strategies was that they made students more active in the learning process, allowed them to learn together, and encouraged knowledge sharing. The teachers applied the same strategies when teaching English in the first-grade class; however, they still faced difficulties in implementing these strategies in the classroom during the Covid-19 pandemic.

The second study was conducted by Mustika, U., and Wardah (2021) entitled “An Analysis of Teacher’s Strategies in Teaching English.” This study aimed to analyze the strategies used by teachers in teaching English and the factors that influence these strategies. Based on the research findings, there are five teaching strategies used by the teachers: discussion strategy, demonstration strategy, use of electronic media as teaching media, use of games, and reinforcement at the end of the learning process. In addition, there are three factors influencing the teachers’

teaching strategies at SMAN 1 Segedong: student factors, teacher factors, and facilities.

In the preliminary observation conducted at SMP Negeri 3 Padang Panjang in February 2025, It was found that the English teacher used various strategies in teaching English. The teacher stated that the Media-Based Strategy and Small Group Discussion were applied in their teaching. This study was conducted to identify and describe the strategies used by the English teacher at SMP Negeri 3 Padang Panjang. The aim of this research is to explore the English teaching strategies employed by the teacher at SMP Negeri 3 Padang Panjang. Therefore, the title of this research is “An Analysis Of Teaching Strategies Used By The English Teacher In Teaching English At SMP Negeri 3 Padang Panjang.”

B. Focus of the Study

This research focuses on identifying and describing the strategies applied by the English teacher in the teaching and learning process at SMP Negeri 3 Padang Panjang.

C. Formulation of the Problem

Based on the research focus above, the research question in this study is

1. How does the English teacher teach at SMP Negeri 3 Padang Panjang?
2. What types of teaching strategies are mostly used by the English teacher in teaching English at SMP Negeri 3 Padang Panjang?

B. Purpose of the Study

Based on the research question above, the objective of this study is

1. To describe the teacher's strategies in teaching English at SMP Negeri 3 Padang Panjang.
2. To identify the teaching strategies mostly used by the English teacher in teaching English at SMP Negeri 3 Padang Panjang.

E. The Significances of the Study

1. For the English Education Study Program

This research provides a clear picture of the strategies used by teacher in teaching English, making it a useful reference for students, lecturers, and researchers to improve the quality of learning and to prepare for teaching practice in the field.

2. For English Language Teaching

This research contributes to improving the quality of English language learning by revealing effective strategies used by teacher, helping to overcome challenges in the classroom, and serving as a reference for developing teaching methods and teacher training programs.

3. For Teachers

This research provides insights into effective teaching strategies in English language learning. Teachers can identify the methods that best suit their teaching context, allowing them to improve their teaching skills and encourage greater student engagement and understanding.

4. For Students

By identifying effective teaching strategies, this research helps students gain a better learning experience. It enables them to understand English material more easily and improve their language skills.

F. Definition of Key Terms

To avoid misunderstandings, the researcher defines several key terms used in the title of the study, as follows:

1. Teaching Strategy

A teaching strategy is an approach designed by the teacher to deliver material effectively and efficiently, taking into account students' characteristics and learning objectives. According to (Supriyanto, 2023), this strategy involves planning activities such as the use of visual media, small group discussions, or educational games to enhance students' understanding while maintaining an interactive and enjoyable classroom atmosphere.

2. Teacher's Strategy

According to Lawton , as cited in (Sarode, 2018), a teaching strategy can be understood as a comprehensive plan in the teaching and learning process. This plan includes how the lesson is organized, the expected behavior of students according to the learning objectives, and the steps that need to be taken to make the strategy effective. A teaching strategy is not just about the method of teaching but also

about how the teacher designs and manages the learning process to encourage active student participation.

3. English Language Teaching

Teaching English means delivering knowledge to students by creating a supportive learning environment that helps them better understand the subject. This process can be supported through the use of various relevant learning media, textbooks as the main reference, and teaching methods that match students' needs and levels of understanding. By applying effective language teaching strategies, students can improve their English language skills (Hapsari, 2019).

