

CHAPTER I

INTRODUCTION

A. Background of the Study

English now is the most widely used language in the world in various fields, such as communication, technology, commerce, and education. One of the most crucial skills in Indonesia is being able to communicate in English, particularly when dealing with the issues posed by globalization and the advancement of information technology. Therefore, teaching English to junior high school levels (MTS) is essential. The foundational English principles that students will learn at higher levels are introduced to them at this level.

Then, English language learners need to be proficient in four main areas there are speaking, listening, writing, and reading (Khasawneh, 2021). Speaking enables learners to convey ideas, express opinions, and interact socially, while listening allows them to comprehend spoken messages and respond appropriately. Writing is crucial for organizing thoughts, expressing information clearly, and demonstrating understanding of language structures, whereas reading plays a significant role in building vocabulary, enhancing comprehension, and supporting the acquisition of knowledge. Mastery of these four skills not only facilitates successful communication but also strengthens learners' overall language competence, enabling them to participate actively in both academic and social contexts. Therefore, developing balanced proficiency across speaking, listening, writing, and reading is a central goal in English

language education, particularly in junior high school settings where learners are at a critical stage of language acquisition.

Nevertheless, the teaching and learning of English in Indonesia continue to encounter various challenges. Students frequently face difficulties in understanding vocabulary, grammar, pronunciation, and reading comprehension. These challenges often lead to decreased motivation and limited interest in learning English. In this context, the teacher assumes a central role in guiding students through the learning process.

The teachers are not merely transmitters of knowledge but also facilitators who are responsible for selecting and implementing effective strategies to achieve the desired learning outcomes. As stated by Slavin (2018), teaching strategies are systematic methods and approaches designed by teachers to ensure the effectiveness of instruction and to enhance student learning. Appropriate strategies can improve students' comprehension, participation, and confidence in using the English language.

At the junior high school level, students are in the developmental stage of early adolescence, a period characterized by varied learning styles, levels of motivation, and degrees of interest in English. Some students may perceive English as an enjoyable subject, while others may struggle due to their limited exposure to the language in their daily lives. This diversity requires teachers to employ a range of strategies that address different student needs and learning preferences. Strategies such as cooperative learning, and communicative

approaches have been proven effective in enhancing student engagement and language proficiency.

Furthermore, teaching English at the junior high school level does not solely emphasize the acquisition of linguistic competence. It also aims to develop students' critical thinking, creativity, and collaborative learning skills, which are essential in facing the demands of the 21st century. Richards and Rodgers (2014) affirm that teaching strategies should be flexible, context-sensitive, and adaptive to the learners' proficiency levels, interests, and the institutional environment.

In order to facilitate successful learning, teaching strategies play a crucial role in achieving desired learning outcomes. The various strategies employed by the teacher aim not only to convey content but also to enhance student's participation, comprehension, and collaboration among them. These strategies, comprise a range of tactics intended to boost student's participation, promote comprehension, and foster teamwork among students. He stresses how crucial it is to select teaching and learning methods that are appropriate for the needs and traits of the students as well as the learning environment in order to maximize the effectiveness of both processes.

And then, after pre observation, the researcher found the fact in Pondok Pesantren Iqra' Barung Barung Belantai Pesisir Selatan, many students show enthusiasm and motivate in learning English. This is reflected in the active participation of students in the learning process as well as the achievement of satisfactory grades in the end of semester exams. Based on the English teacher's

report, the average exam score of ninth grade students reached 84, indicating that most students have understood the subject matter well and are able to apply English in the contexts taught.

This success can't be separated from the role of teacher who apply effective learning strategies that are in accordance with the needs and characteristics of students. English teacher at Pondok Pesantren Iqra' have a creative and varied approach to teaching so as to motivate students to actively learn and strive to achieve the best results. With the achievements obtained, it is hoped that students will be more motivated to continue to improve their English language skills as a provision for facing academic challenges and life in the future.

Due to the explanation above, the researcher is interesting to analysis more about teacher's strategies used in teaching English. So, the researcher decided to conduct the research with the title **"EFL Teacher's Strategies in Teaching English at the eighth Grade Students of Pondok Pesantren Iqra' Barung Barung Belantai Pesisir Selatan in the academic year of 2025/2026"** to find out what the strategies used by the English teacher in teaching English.

B. Identification of the Problem

The problem identification in this research is the challenges faced by teacher in teaching English at Pondok Pesantren Iqra' Barung Barung Belantai Pesisir Selatan, where each student has a diverse background and ability which can affect students' understanding of the material. In addition, there is a

separation between students who live in dormitories and those who do not, where dormitory students get additional English learning at night, which has the potential to create a gap in language acquisition. In this context, this study aims to explore how teacher use effective teaching strategies in teaching reading comprehension to accommodate students' different abilities and backgrounds.

C. Scope of the Research

This study is limited to describing the strategies used by EFL teacher in teaching English specifically within the context of asking and giving for attention material. It does not aim to evaluate the effectiveness of the strategies employed, nor does measure students' reading comprehension outcomes as a result of these strategies. Furthermore, the scope of this research is confined to a specific educational setting, namely Pondok Pesantren Iqra Barung Barung Belantai, and involves only one teacher as the participant.

D. Formulation of the Problem

Based on the background above the problem formulation of this research is “What are the EFL teacher’s strategies used in teaching English in asking and giving for attention material at the eighth-grade students of Pondok Pesantren Iqra’ Barung Barung Belantai Pesisir Selatan in the academic year of 2025/2026?”

E. Purpose of the Research

Related to the research question above, the purpose of this research is to describe what the EFL teacher’s strategies in teaching English specifically

within the context of asking and giving for attention at the eighth-grade students of Pondok Pesantren Iqra' Barung Barung Belantai Pesisir Selatan in the academic year of 2025/2026?

F. Significance of the Study

1. For EFL Teachers

This study is expected to provide English teachers with insights into effective strategies for teaching English. The findings may help teachers design and apply methods that accommodate students' diverse abilities and learning backgrounds.

2. For Students

The results of this research are expected to benefit students by improving their learning experiences in learning English. Through the implementation of effective teaching strategies, students can become more engaged, motivated, and better equipped

3. For Future Researchers

This study may serve as a useful reference for future researchers who intend to explore EFL teaching strategies in different types of texts, in various school contexts, or with a broader scope of teacher and student participants.

G. Definition of Key Terms

1. EFL Learner

According to Brown (2007), an English as a Foreign Language (EFL) learner is someone who learns English in a country where it is not the primary language.

2. Teaching English

Teaching English is the process of transferring knowledge and skills related to English language learning, including listening, speaking, reading, and writing, within the classroom environment.

3. Teaching Strategy

Teaching strategies are systematic methods and approaches designed by teachers to ensure the effectiveness of instruction and to enhance student learning (Slavin, 2018).

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