

CHAPTER I

INTRODUCTION

A. Background of the Study

Effective teaching strategies are important for achieving teaching and learning goals in schools. Appropriate strategies can help teachers organize the learning process and support students in developing their learning skills. Teaching strategies refer to the approaches used by teachers to deliver learning materials and organize learning activities in a particular learning environment (Colombo, 2012) . In the context of English language teaching, using appropriate teaching strategies is important for supporting students' development of English language skills.

Teaching strategies are closely linked to learning goals because the strategies employed by teachers determine the organization of learning activities and the guidance provided to students in achieving the expected learning outcomes. Effective teaching involves the teacher planning and implementing learning activities carefully and managing classroom interactions and assessing students' learning progress. (Wena, 2009) emphasizes the importance of selecting and implementing appropriate strategies to support the achievement of instructional objectives. Similarly, (Sudjana, 2014) highlights the importance of the learning process and assessment in determining students' learning outcomes. Therefore, teaching strategies should be selected and implemented in accordance with the learning objectives and the students' needs.

Teaching strategy is the manner in which a teacher carries out his/her teaching plan by means of elements like aims, materials, methods, tools, and

evaluation. The aim is to guide students toward the set goals. According to Kepmendiknas No. 23 in 2006 on Graduation Standards, the main goal of learning English in Indonesia is for students to “demonstrate the ability to listen, read, write, and speak in English.”

Other studies have looked at other teaching methods. For example, Faisal Razi (2021) studied the strategies of teaching speaking, Sherly Argisila Br Ginting (2019) studied listening strategies in SMP Nurcahaya Medan, Nurul Octavia (2023) studied writing strategies in the junior high school, and Gladiora N. Tuhumury (2020) studied reading strategies in Sirimau Sub-District. Interviews with teachers show that English lessons often cover at least two skills in one meeting. This research aims to better understand how teachers integrate these skills in their teaching. This is the reason the researcher is conducting a study entitled “An Analysis of Teacher’s Strategies in Teaching Integrated English Skills”.

Integrated skills teaching helps students to speak eloquently and to use English in different parts of life by teaching the four skills of listening, speaking, reading, and writing together. Over the years, many theories have been proposed to integrate these skills. (H. D. Brown, 2000) Has mentioned that the major components of language teaching are listening, speaking, reading, and writing. (Harmer, 2007) further classifies them into receptive and productive skills.

(Wall & Horák, 2011) Explain that language skills can be integrated in English learning. In this process, grammar and vocabulary also support students in using the four main language skills effectively. Exposure to language helps students improve these skills. Theories suggest that integrating all four skills can boost

students' motivation and help them learn more effectively. Students often learn to speak and write by first hearing or reading language (Harmer, 2007). (H. D. Brown, 2000) notes that a reading course will also involve other skills. (Hinkel, 2006) explains that integrating the four language skills can make language learning more meaningful because students use speaking, listening, reading, and writing together in communication. This approach also gives teachers more flexibility in creating classroom activities. Most experts agree that teaching language skills in isolation is ineffective, especially in English classes. Therefore, teachers' language knowledge and teaching skills are important aspects of teaching English as a foreign language **(Burns & Richards, 2009).**

During the initial observation, the researcher analyzed the lesson plan of an English teacher who teaches Grade IX at MTsN 5 Kota Padang. The researcher found that the teacher used Fun Game-Based Learning, which involved various activities such as Hope or Wish Hunt, Human Line Up, Find My Partner, and Running Dictation. This activity encouraged students to actively participate by reading, listening, speaking, writing, and working together. This initial finding made the researcher interested in further exploring how the teacher used game-based learning to integrate the four English language skills in the classroom. The following shows an example of students' active participation during the learning process.

1. 1 Activities Showing Students' Active Participation

Students' Activity	Evidence of Participation
Reading and identifying information from cards	Students read cards and classify them based on the given category
Discussing answers with group members	Students exchange ideas and determine the appropriate answer
Writing sentences based on given situations	Students construct Hope and Wish sentences individually or in groups

Based on a preliminary study at MTsN 5 Kota Padang, the researcher observed an English teacher of Grade IX and analyzed the teacher's lesson plan. The teacher used Fun Game Based Learning as a teaching strategy, in which students were involved in activities that required them to listen, read, discuss, speak, and write during the learning process. The lesson plan showed that different English language skills were practiced within the same learning activities. The teacher also prepared questions and learning activities to support students during the learning process. However, the process of planning and implementing these strategies, the obstacles encountered during their implementation, and their role in integrating the four English language skills have not yet been systematically examined. This study aims to explore how the teacher plans and implements teaching strategies, the obstacles that arise during the learning process, and how these strategies are applied to support the integration of the four English language skills. Therefore, the title of this study is "Analysis of Teachers' Strategies in Teaching Integrated English Language Skills at MTsN 5 Padang."

B. Focus of the study

This research focuses on analyzing English teacher's strategies in teaching English skills, including speaking, reading, writing, and listening, in teaching at MTsN 5 Padang.

C. Formulation of the problem

Based on the background above, the problem formulation of this study is as follows: How do English teachers teach integrated English skills at MTsN 5 Padang?

D. Purpose of the study

Relating to the formulation of the problem above, the purpose of this research is to describe teacher's strategies in teaching integrated English skills at MTsN 5 Padang.

E. Significance 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 contribute to increasing 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 is expected to give information about English teacher strategies in integrating English skills in teaching at MTsN 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 about learning English.
- c. For the students, they can improve their ability in English skills and be more active in the teaching-learning process. They will be able to read well in English.
- d. For future 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

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

1. Integrated Skills

Integrated skills are a teaching approach 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 language skills focuses on the use of language in realistic contexts and can support students' overall development of communicative competence in English.

3. Teacher's Strategy

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

4. Teaching Strategy

Teaching strategy is a teacher's plan in the teaching and learning process to achieve a purpose that has been planned.

