

CHAPTER I

INTRODUCTION

1.1 Background of Problems

As one of the foreign languages in Indonesia, English is a compulsory subject from primary up to tertiary. In the elementary school, English is regarded as the local content following the Decree of Ministry of Education No. 0487/4/1992 (Suyanto, 1994). Although many private primary schools had started teaching English long before the public schools did, the result of previous study (Suyanto, 1994) revealed that the teaching of English at these schools was unsatisfactory. Many factors influence the success of the teaching and learning English. One of the factors is teaching strategies employed by the teachers. Therefore, this study is concerned with investigating teaching strategies of two teachers of a private school.

Regarding the strategies, Sinaga in Sadtono (1997: 173) states that one of the most important requirements is quality teachers. At least two qualifications are needed from the teacher: (1) qualification in English and (2) a teaching qualification. The first qualification is essential as the teacher is the model for his/ her students. The second qualification includes a sound knowledge of how to teach children and the ability to implement it in class.

1.2 The Research Problem

On the basis of the background to the present study mentioned above, the research attempted to address the following research question: what instructional strategies are used by English teachers at Al Azhar Syifa Budi Parahyangan? These strategies include plan and preparation of the instruction, implementation of the teaching and learning process, and assessment of the students' achievement.

The strategies with regard to plan and preparation of the instruction include the setting of lesson plan, selection of learning material, teaching method, and strategy of evaluation. Meanwhile, in terms of implementation of the teaching and learning process, the strategies include opening and closing activities, delivery of the material, integrative skills, and rules in the classroom. And the last, regarding assessment of the students' achievement, the aspects of strategies include assessing in the classroom and remedial.

1.3 The Purpose of the Study

Based on the research problems above, the study has sought to investigate the instructional strategies used by English teachers at Al Azhar Syifa Budi Parahyangan since the teachers plan and prepare the instruction, implement the teaching and learning process, and assess the students' achievement.

1.4 Significance of the Study

The findings of the research are expected to be able to enrich the literature on the teaching of English in primary school. This is also expected to provide teachers with information particularly about teaching strategies that can be used in elementary school. Moreover, the results are expected to give contributions to the decision makers at Al Azhar Syifa Budi Parahyangan International Islamic School.

1.5 The Scope of The Study

This research is intended to portray the EFL teaching process at elementary school and investigate the strategies which are used by the teachers who teach English in the classroom interaction since the teachers prepare the instruction, implement the teaching and learning process in the classroom, and assess their students' achievement.

The limitation in this qualitative study is that findings would only be true to the respondents involved in it. There will not be an attempt of generalization; therefore, there might be other interpretation to the issues raised in this study.

1.6 Definition of the Terms

In reporting the study, I used several terms that need to be clearly defined in order to avoid misunderstanding, misinterpretation, or ambiguity. The definitions of the terms in this study are as follows:

1. **English as a Foreign Language (EFL)** is defined here as referring to foreign language-contexts in which students do not have ready-made context for communication beyond their classroom (Brown, 2001)
2. **Strategy** is a particular plan that is used by the teacher for the successful of teaching and learning process in the classroom.
3. **Technique** refers to specific activities manifested in the classroom that are consistent with a method and therefore in harmony with an approach as well (Anthony in Brown, 2001)
4. **Classroom Interaction** is the collaborative exchange of thought, feeling, or ideas between teacher-students, students-students, in-pairs or group-work.
5. **Teacher's role** is to facilitate the communication process between all students in classroom. In this case, students-centered activities were applied as much as possible in order students could share opinion, share experience, and cooperate in the target language.
6. **Students' Achievement** is the evaluation of learning outcomes at the middle and the end of a term, in which the teacher still focused to evaluate their achievement by using multiple choice and oral test which emphasizes on language usage.