

CHAPTER I

INTRODUCTION

A. Background of The Study

In education, English has been one of the most important subjects or materials in any educational program. Nur Rohmah (2008:1) states that the globalization of English has prompted continuing debate about the rule of English as a language for international communication and how people from other linguistic communications might in the world. English also becomes a requirement of the learning subject for students who want to graduate from junior high school or senior high school. It will be important for people who want to apply for jobs because it is a requirement that is required in most companies.

Teaching English in Indonesia memorizes more than understanding. This is felt less supportive in preparing someone to be able to use English in conversation with others and for academic matters. Lessons are emphasized on grammar (and not on a conversation), but students are rarely given direction on how and what functions of the grammar elements they are learning. Students find it difficult to practice the English language skills they have learned, so they lack confidence and are often embarrassed when speaking in English.

According to Gulo (2008:3), that the learning strategy is a plan and ways to bring the teaching of all the basic principles can be implemented and all the objectives of the teacher can be achieved effectively. Every English

teacher has a different strategy in teaching English lessons, but the strategies used by the teacher sometimes do not make students pay attention to the material taught by the teacher. Sometimes the strategies used by the teacher cannot attract students' attention so students don't pay attention to the material.

The strategy chosen by the teacher in teaching is very important because this strategy will make students more focus on listening or paying attention to the material being taught. It is usually because the child is not interested in the strategies used by the teacher the students are completely some assignment without doing any other challenging activities. The worst, this happens because the students do not have sufficient opportunities to explore their understanding through completely various types of learning activities.

Then, the best thing to consider is by selecting appropriate teaching strategies to cope with the problems. The strategies should accommodate the students to be more enthusiastic, active, and easy to understand. Moreover, the right strategy in teaching English will make the students understand more about the material. Consequently, they will get good learning achievement positive and preceptions on English as a foreign language.

Considering the crucial need of making the students more attentive in learning English, research about Teachers Strategies to Improve Students Activeness in Learning English is a fruitful topic to conduct.

B. Research Question

The problems of the research are formulated into the following research questions:

1. What are English teachers' strategies to make the students active in learning processes?
2. What is the most frequent teacher strategies used in EFL?

C. The aims of the Research

The aim of this study is as follows:

To find out what are English teachers' strategies to make the students more active in learning processes and to find out what is the most frequent strategy used by the teacher

D. The Reason for Choosing The Topic

Investigating English teachers' teaching strategies is a fruitful topic to discuss because of the following reasons:

1. Appropriate teaching strategies will affect the way the student learn the materials.
2. Making easier for students to understand the material taught by the teacher
3. Increasing tudent's activeness during English lessons

E. The Significant of The Study

The researcher as a student at the English Education Department, wants to find out the solutions to problems that are often faced by students in English Lesson. The students are usually never seen active in English Lessons. The researcher wants to know what strategies the teacher uses to improve the student's activeness. This research is expected to contribute as a means of assisting teachers and students in learning English:

1. For the teacher, the researcher hopes the result of this study can be a good reference for English teachers while doing their lessons.
2. For the researcher, this research is expected to be useful for future teacher.
3. For the readers, the researcher hopes it will be a good reference and gives more information.

F. Clarification of The Key Term

In this study, the researcher wants to tell the reader about the term related to the study such as:

1. Strategy of Teaching

Gulo (2008:3), states that the learning strategy is a plan and ways to bring the teaching of all the basic principles can be implemented and all the objectives of the teacher can be achieved effectively. Ways to convey teaching are the general patterns and sequences of teacher-student actions embodiment of teaching and learning activities. The general pattern and sequence of actions of the teacher-student is a general framework of teaching and learning activities that are arranged in a series of phases towards a predetermined goal.

2. Students Activeness

Learning as stated by Brown (2007) is acquiring knowledge of a subject or a skill by study, experience, or instruction and is the result of reinforced practice. Thus, it is the act of acquiring new or modifying and reinforcing existing knowledge, behavior, skill, values, or performance and may involve synthesizing different types of information. This implies that learning results a change in a behavioral tendency and is the result of reinforced practice. Similarly, learning activity is a building brick in a larger pedagogical scenario. Learning activities, thus guide, facilitate, enable, and set the learners to learn. These facilitate students to listen to the teacher's explanation and encourage students to have inner arousal during the learning process and do tasks.

The activeness of students to listen to the teacher's explanation covers first, the students pay attention to the teacher's explanation. This includes the students to ask something about the material, the students comment about the material, the students answer the teacher's questions, the students make notes. Second, the students' inner arousal during the learning process comprises having the spirit to attend class, the students' motive to involve in the learning process, and being enthusiastic to know the material. A third concern with the activeness of students to do the tasks. It consists of being able to do the task and being able to finish the task within the available time