

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

Every country has a means of communication that can engage the relationship between each other. People learn a language to communicate their emotions and desires and understand what the utterances of other people convey. Chomsky (1965) argues that there is a potential for human beings to acquire a language. Klein (1986:39) calls the vocabulary of this capacity processor, by which he means "those portions of the human brain tuned to language acquisition." A language is known to be foreign if it is primarily studied in the classroom and in the community where the teaching is not spoken. The learning of another language helps the user to be able to effectively and creatively connect and engage in real-life situations in the authentic culture's vocabulary.

Globalization has had a significant influence on English. The impact is directly linked to the function of English in cross-national information transmission (Guillen, 2001). In another way, it is based on the idea that "English serves as a global lingua franca" (Seidlhofer, 2005). When it comes to being a lingua franca, English is unlike any other language since it is spoken "all over the world" (Chew, 1999). In the history of humanity, no other language has had such a broad reach as a lingua franca. The demographics of English speakers have likewise changed significantly. In reality, the population of non-native English speakers continues to rise, while that of native English speakers continues to decline.

English is an essential language in Indonesia because English is the international language used in most countries in the world. For this reason, many Indonesians are encouraged to learn to speak English. In line to be proficient in English,

English tutoring and education programs grow fast in Indonesia. English courses are well known throughout Indonesia, not only outside of school, but inside the school, there are often additional subjects or tutoring.

Parents nowadays mainly prioritize their children's education. They hope that the higher their children get the knowledge that they will be able to make their family proud, so they do not hesitate to pay much money for it. Teachers in tutoring often come from young teachers who still need additional salaries. Along with the times, many parents are busy with their work or sometimes feel they do not have enough time to teach their children, so they often think that their children should take part in learning activities that are outside rather getting more useful time besides that parents think if their child will be able to interact with their friends. However, sometimes getting additional lessons becomes stress in itself. Many children are psychologically depressed because of learning fatigue. They feel they do not get attention from their parents. In this case, parents must be good at managing rest time and studying in children so that children do not feel depressed because they do not have free time. After all, play is part of the need for child development.

The learning process will occur in educational circumstances when students and their surroundings interact or establish a reciprocal connection to fulfil the goals set. This reciprocal interaction is necessary for the learning process, which emphasizes the transfer of information and the transfer of value. However, students will only be able to transmit value through teachers who implant material attitudes and values by engaging the psychological elements of teachers and students. Any media cannot replace the psychological components of the formation of attitudes and values. As a result, the teacher is an absolute medium in the student learning process. The teacher determines the success of a quality learning process. As a result, the gait of the teachers is constantly linked to the success or failure of education in accomplishing its objectives. As a result, attempts to increase educational quality should enhance teacher

quality. Knowing and comprehending their position and function in the learning process is essential for qualified teachers.

The phenomenon of additional tutoring dramatically affects the quality of education in a country; by carrying out additional lessons, students are expected to understand the material provided at school. Based on "Bestagaric" website articles written by Rifaldo there are three types of tutoring; institutional tutoring (tutoring provided by institutions, both schools, and non-school institutions), private tutoring (usually done by calling the tutor to their home or workplace), online tutoring (this tutoring is provided online or online via a smartphone or computer application). According to Ahmadi and Supriyono (2004), tutoring aims to find more efficient and effective ways for students, show appropriate learning methods and functions using textbooks, choose suitable additional lessons, relate to lessons at school, and develop talents future careers. This research will hold activities at the Ponorogo Progress tutoring, which Mrs Ema heads. In this tutoring, there are various subjects offered such as mathematics, sciences ranging from elementary school (SD) to high school (SMA) children, the target of this study will lead to junior high school students (SMP) in English subjects from the first grade until the third grade. The writer chose to research the Progress English Course as the place for conducting the research and the tutors as the subjects, because the teaching there is done intensively. This course offers English tutoring for various classes and gives more intensive classes for TOEFL preparation tests.

The writers chose junior high school students because in that grade started using the exam design to measure students' understanding of information and facts in junior high school. Learning English is caught in the trap of requiring foreign languages to be studied the same way as knowledge-based subjects. It is studied as a collection of factual material that students must assimilate. As a result, learning activities are dominated by instructions that require students to memorize grammatical rules, phrase definitions, sentences, paragraphs, basic past tense, and so forth. Because they focus

on memorizing exercises, they rarely practice writing and using phrases, sentences, or paragraphs to express their thoughts and feelings. The students were eventually led astray by the exercise. They do not realize that learning English is about developing the skills needed to use it as a communication tool, not just learning the language itself. The instructor comes from young teachers who are experienced in their fields.

This study uses Marzano, Pickering, and Pollock's teaching strategies theory (2001), containing nine high-yield strategies. They identify similarities and differences, summarise and note-taking, reinforce effort and provide recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, cues, questions and advance organizers. The writer is interested in knowing the strategies of teaching English for Junior high school students and what strategies the tutor uses to teach the students at Progress English course Ponorogo. We focus on tutors because teachers carry out various teaching styles, and we want to find out which teaching style is most often used in providing material to junior high school students in these courses.

### **1.2 Statement of the Problem**

Based on the background above, the problems in this research are formulated as follows:

1. What are the teaching strategies used by the tutors in Progress English Course Ponorogo in teaching English to the junior high school students?
2. Which strategy is most frequently used in teaching English to Indonesian junior high school students in Progress English Course?

### **1.3 Objectives of the Study**

The objectives of this research are:

1. To find out the teaching strategies that are used by the tutors in English Course Ponorogo in teaching English to the junior high school students.

2. To discover the most frequently used strategy in teaching English to the junior high school students in Progress English Course.

#### **1.4 Significance of the Study**

This research will contribute to theoretical and practical significance. For theoretical significance, the writer hope that the results of the analysis can be used for those who want to learn about teaching strategies in tutoring for junior high school students in Ponorogo. Whereas its practical significance for researchers seeking current information on specific strategies of learning English as foreign language for Junior high school students in Tutoring program and making observations on this kind of subject.

#### **1.5 Scope and Limitation**

This study only focuses on tutors in the Progress English course Ponorogo for junior high school students. This article will discuss what teaching strategies are and what strategies are frequently used in learning progress in tutoring. Due to the condition in the field there is a pandemic, the researchers will conduct research by interview using the right health protocol so that it is not detrimental to the resource person and researcher.

#### **1.6 Definition of Key Term**

- a. Teaching strategies: a series of actions a teacher takes to produce a specific effect on student thinking or processing of information at a particular point in time (Marzano, 2016).
- b. English tutor: English tutors are instructors who work with students individually or in small groups, typically to support the learning they get in their regular English classroom. English tutors are occasionally a student's primary English teacher, if they are not enrolled in other English classes. ("Indeed" editorial team, 2021)