

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents some aspects related to the topic of the study. The details of the study are described as following topics: Background of the Study, Problem of the Study, Objective of the Study, Definition of Term, Benefit of the Study, Assumption of the Study, Scope of the Study.

### **1.1 Background of the Research**

Since the end of 2019, the world has been shaken by corona virus or COVID-19. In Indonesia, the ministry of education has already implemented of teaching and learning during the pandemic through Number 3 of 2020 concerning the Prevention of Covid-19 in the Education Unit and Number 36962 / MPK.A / HK / 2020 concerning online learning. The learning policy allows the teaching and learning process to continue even though teachers and students do not meet directly at school. This is a challenge for all of the teachers; especially English teachers in dealing learning process in the pandemic era with strategy are an essential part. In the utilization of strategy, particularly in the online classroom, it takes creativity also a mature instructional consideration of the teacher. The teaching and learning strategy is a very important component in teaching.

The success of student learning activities depends largely on the teacher's involvement in achieving these goals. (2013) (Wahid and Sunandar: 25). Nakhriyah et al. (2021) claimed that the pandemic has completely replaced face-to-face English classes with online classes. Online learning is a teaching method in which

teachers and students do not interact directly (Allen & Seaman, 2007). Technical communication in online courses tends to increase. According to Dudeney & Hockly (2007), information and communication technology (ICT) is an interactive and collaborative technology used to develop learning materials and activities that can be easily shared online during the Covid-19 outbreak teaching and learning. Besides that According to Prabawati (2021) , there are several problems that teachers face when teaching during the COVID-19 pandemic, namely internet access, the difficulty of accessing the internet network from home which makes the learning system hampered. With various problem that faced by the teacher, teachers must use successful strategy to help students to learn the content. Strategies can make learning easier, faster, more enjoyable, more self-directed, more efficient, and more transferable to new situations. As noted by Kapar and Bhandari (2020), even though teachers are key players in education, teachers and stakeholders in the field of education, teaching and learning face a daunting academic task during this pandemic (Ningrum , 2020). Online learning is considered the most appropriate technology to manage the teaching process while teachers and students are away from home during the pandemic.

Some educational problems are brought on by the Covid-19 outbreak. Due to independent learning and spending a lot of time at home during the COVID-19 pandemic, students have grown weary and lost motivation. As a result, some students struggle with distance learning. Additionally, they have experienced difficulties including poor internet and feelings of loneliness among their friends. While technology gives them some methods to communicate with one another, it

cannot take the place of face-to-face interactions. They frequently had to put in long hours of work, including working every day for at least five hours. Based on the aforementioned, English is mostly used as a language identifier and communication tool in modern technological advancements.

A person should have a strong interest in learning English since a strong passion will motivate them to study wherever and whenever they can. Because there is no interest, all activities cannot be carried out smoothly and efficiently. The development of social media in the digital age has made real-time engagement possible. In this context, teachers must be able to use technology to facilitate learning and facilitate the achievement of learning objectives.

According to Sepulveda Escobar & Morrison (2020), ICTs can be used as a source of classroom instructional materials. The results are consistent with Mahyoob's (2020) study. He found teaching tools widely used by students during the COVID-19 pandemic, with WhatsApp being the most popular. In this environment, the mobile devices used by most students contribute to the success of online learning. Other studies (Ningsih, 2020; Surahman, 2020; Setiawan & Iasha, 2020) have found that Google Classroom is the medium that students use the most during teaching.

It has been shown that teachers use a variety of learning tools to impart knowledge to students, including WA and Google Classroom. These media are used by teachers since both teachers and students can access them for free. The fact that most students have smartphones with easy access to WA, Google Classroom, and Zoom as well as the fact that most students are familiar with

these are some further justifications for using this type of educational content.

According to the information provided above, it is possible that their approaches will differ between online and offline classes. Distance study necessitates education via telecommunication due to the issues encountered during the Covid-19 outbreak. Technologies that use speech, video, and data to send and receive different types of materials (Singh & Thurman, 2020). A delivery method for distance learning must make use of various types of information and communication technology (ICT).

So that's way, the researcher is interested to finding how strategies used by teachers' in dealing with problems in teaching English on online learning class. Therefore, the researcher became curious and tries to investigate this with a research entitled "TEACHER STRATEGY IN TEACHING ENGLISH DURING COVID 19 PANDEMIC AT SMP BAITUL ARQOM BALUNG"

## **1.2 Problem of the Research**

Based on the background of the Statement above, the researcher formulate problem of the study as follow:

1. What are Teacher Strategies in Teaching English during Covid-19 Pandemic?
2. How does the teachers' implement the strategy during Covid-19 Pandemic?

### **1.3 Objective of Research**

The objective of the Research is listed below:

1. To describe Teacher Strategy in Teaching English during Covid-19 Pandemic
2. To describe Teachers' implement the Strategy during Covid-19

### **1.4 The Definition of Key Terms**

In order to reduce misunderstanding the terms in assuming the title of this research, the researcher defined the key terms as follow:

1. Covid-19

Coronavirus Disease (Covid-19) is an infectious disease caused by a virus. This virus infects the human respiratory tract and spreads very quickly. Therefore, the learning system in schools affected by this virus which the learning activities doing at home or online.

2. Teacher Strategy

Teacher Strategy is a design that is used by the teachers' strategies in teaching English during covid-19 pandemic. It is used in order to achieve learning objectives effectively and efficiently.

### **1.5 Significances of Research**

1. Theoretical Significances

This research will give empirical information related to the teachers' strategies in teaching English during covid-19 pandemic. Also this study

provides a favorable description for further research that wants to study the same case, so this research becomes helpful information and a useful reference.

## 2. Practical Significances

The researcher hopes that the result of this study will be useful for the other teachers' in applying strategies in teaching English during covid-19 pandemic. So, the teachers can improve teaching and English learning to become more active, effective, and efficient even through online learning class.

### 1.6 Assumption of the Research

This basic premise or premise is a statement of an estimate, preliminary opinion or conclusion, or theory that has not yet been established. Suharsimi Arikunto cites Winarko Surakhman in his book *Research Procedures and Methods in Practice*, who argues that underlying assumptions are initial beliefs whose accuracy is recognized by the researcher (Suharsimi, 2006: 65). Based on the knowledge of the above hypotheses, this study argues that English language teachers' use of online teaching technologies will have an impact on their ability to successfully teach English during the COVID-19 pandemic.

### 1.7 The Scope of Research

The scope and limitations of the research are research provisions regarding what is included in the research, so that the research can run smoothly according

to the targets and objectives:

### **1. Scope of Research**

In this action research, the scope will only be carried out on the teachers' strategy in teaching English during covid-19 pandemic for students at SMP Baitul Arqom Balung.

### **2. Limitations of the Research**

The limitations of this study are the limitations in detailing all discussions about on the teachers' strategies for teaching using online learning platforms during Covid-19 Pandemic and the teacher in implementing their strategies. The selection of this study is limited into the English teacher of SMP Baitul Arqom Balung.