

CHAPTER I

INTRODUCTION

A. Background of The Research

English is one of the international languages to be mastered by everyone. This means that everyone should master English to communicate with others. Especially in the work is needed by the language of English to cooperate or communicate with other companies from abroad. For people who want to travel around the country must also master English to avoid miscommunication with other citizens. Therefore, English is very important to learn.

Different from the country that uses English a second language as Malaysia or Singapore. In our country, English is still a foreign language. Because of it, societies still many who cannot communicate with English as well. Even the children are not much interested in learning English.

In Indonesia, learning English is required for schools from the junior high school to senior high school level. Where English becomes a lesson that must exist at the school. In addition to the English language into one of the lessons in the national exam in every year. This shows that learning English is very important for every person, especially people in Indonesia.

The teacher is the person who plays an important role in educating students. Teacher's duties not only teach, but also to educate, teach, evaluate

and direct their students. A teacher is someone who has the professional ability to educate, teach, guide, assess, and evaluate learners in the process of removal of the study source for learners.¹

In teaching English, certainly will be not able to work right well, because learning English is not easy. With a variety of level skills, classroom makes the teacher must be able to implement a wide range of strategies that are effective in learning. The teacher also must be creative in choosing materials to deliver material to students to stimulate student's interest in learning process. Therefore, teachers should be able to manipulate some strategies to achieve better learning. Strategies can make learning "easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations".

At the end of 2019, the world was shaken by a new virus called the *Corona Virus Disease* or Covid-19. The whole world is shocked by this virus. Covid-19 has killed people around the world. Covid-19 has hit all countries, including Indonesia itself. In Indonesia, as of February 6, 1.123.105 confirmed cases and 31.001 people died due to this virus.

Because of Covid-19, it disrupted many activities. In the realm of government, economy, social and education are constrained as a result of this virus. On March 11, 2020, the president of Republic Indonesia made a policy to close all social areas including schools. All learning activities from school to

¹ Siti Maimunawati and Muhammad Alif, *Peran Guru, Orang Tua, Metode Dan Media Pembelajaran* (Banten: Coklat Printing, 2020).

university are transferred to online learning. Thus making students learning from home.

In order to reduce the spread of the Covid-19 virus, the local government made a regulation to stay at home or called self-quarantine for 14 days. This virus spreads very quickly and is characterized by fever or shortness of breath. To find out whether someone has the Covid-19 virus or not, it can be seen within the 14 day period. If there is no continuation of symptoms, then the person can be said to be negative for this virus.

Online learning is a challenge for all teachers to practice their skills in teaching. Because in teaching languages, including English, good skills and techniques are needed. English teachers must master four skills in English. The four language skills are speaking, writing, reading and listening. Agreeing to Richards & Schmidt aptitudes in dialect instructing are the mode or way in which the dialect is used. The four dialect aptitudes are listening, speaking, reading, and writing. The four abilities are categorized into two categories, namely speaking and writing are called active or productive skills, while reading and listening are called passive or receptive skills.²

Online learning systems are not only valid in certain schools, but almost all schools are in Indonesia, including SMP IT Dzil Kirom and SMP PGRI Bojonegara. Of course this requires teachers to create new learning

² Jack Croft Richard, Richard W, and Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics* (London: Longman Publishing Group, 2002).

strategies that are different from the usual learning in the classroom. Teachers should be able to find a suitable strategy that can be used in learning from home. This needs to be prepared for students to make them easier to understand the material to be given by the teacher.

Teaching strategies are tactics that all teachers must have in teaching material to their students. In teaching English, a good strategy is needed so that learning can take place effectively and efficiently. Having a suitable teaching strategy is very important for the online learning process. Learning from home makes it difficult for students to learn, but using the right strategies can increase their demand for learning.

Teaching strategy is necessary for the achievement of the purpose of learning. Learning will succeed by using the right strategy and method as well. Strategy can make learning running more effective and efficient. So, teachers can deliver materials smoothly and well.

Because of this, inevitably the teacher must be able to apply online learning from home to their students. The teacher must be able to teach speaking, listening, writing and reading materials through electronic media, such as mobile phone or laptops. Many teachers have a little difficulty in implementing learning from home, because many of them do not really understand and without the slightest preparation they have to apply learning from home. Therefore, here the teacher must adapt and make strategies for their teaching.

Based on the explanation above, the researcher became interested in researching the strategies used by teachers in teaching English to their students during learning from home process. The researcher become curious, so the researcher decided to find out and conduct research with the tittle “**AN ANALYSIS OF TEACHERS STRATEGIES IN TEACHING ENGLISH DURING LEARNING FROM HOME.**”

B. The Identification of Problem

Based on the background that has been stated above, it can be seen that some teachers have problems when implementing appropriate strategies in learning from home process. Identification of the problems is:

1. The strategies are used by the teachers in teaching English during the home learning process
2. The effective of the strategies used by the teachers in the learning process
3. The difficulties are faced by the teachers during learning

C. The Limitation Problem

The limitation of this research as follows:

1. To describe the strategies used by teachers when teaching English in the classroom
2. The strategies used by teachers in teaching English during learning from home, and the problems faced by teachers when applying it
3. The main subject of this research is three English teachers

D. The Research Question

To make this research more focused. Then the researcher makes several problems as follows:

1. What strategies are employed by teachers in teaching English during learning from home?
2. How is the implementation of English teaching strategies during learning from home?
3. What problems are faced by teachers when teaching English from home?

E. The Aim of The Research

1. To describe strategies used by teachers in teaching English online
2. To analyze how to apply English teaching strategies
3. To investigate problem solving performed by teachers during the application of learning from home

F. The Significant of The Research

1. Theoretical

With the research it is expected to provide information that is very useful for the teacher's strategy in teaching English to students during learning from home process. This research provides several advantages to other researchers who want to discuss the same topic of this

research. So this research becomes useful information to be referred to reference in further research.

2. Practical

The practical benefit of this research consists of two types of benefits to English teachers and students.

a. For the English Teacher

The researcher hopes that the result of this research will be beneficial to all English teacher materials during learning from home. Thus, it is expected that English learning will become more effective and efficient even though it is done from home.

b. For Student

By using the appropriate methods and strategies during learning from home, it is expected to students learn to spirit and enjoy in the learning process. Also students not feel lazy and dizzy in learning. Students can catch and understand the learning materials well.

G. The Previous Study

There are several studies that have been done to discuss this issue, which is as follows:

- a. Research conducted by Nurmadia Sarjan regarding “An Analysis on the English Teachers Strategies in Teaching Reading Comprehension at the Second Grade Students of Junior High School 1 of Wonomulyo”. The

researcher finds that Scaffolding and QARs (Question Answer Relationship) are effective strategies in learning reading comprehension because they can help students to comprehend the text. The teachers used these strategies to make the student understand the reading text and the students guided to more focus on the text and also teacher could help students in developing the meaning contained in the text reading so that students more easily understand the contents of the reading. Scaffolding strategy can develop about an idea which readable. The last strategy was used by the teacher is QARs where, when students finished reading the text the teacher asked the vocabulary in the reading. Example “what was the meaning of fence?” etc. from the teacher question some of the students knew what the teacher asked and also this strategy where the teacher asked students to answer questions in the reading text like exercise 1 and exercise 2. This strategy was used so that students understand the reading and understand the contents of the reading.³

- b. Research conducted by Tari Putri Utami on “An Analysis of Teachers’ Strategies on English E-Learning Classes during Covid-19 Pandemic”, find that in teaching writing, the teacher uses 3 strategies are planned, drafting, and editing. As for listening skills the teacher applies several strategies such as listening to songs, writing song lyrics, matching lyrics, and finally sing a

³ NURMADIA SARJAN, ‘An Analysis on the English Teachers Strategies In’, *Thesis*, 2017, 151–60.

song. Strategies in teaching through e-teaching classes during the COVID-19 pandemic greatly assisted teachers in the teaching and learning process to achieve learning goals. Some strategies in teaching some skills in English are considered to be very helpful for teachers in teaching assisted with e-learning models using video in the middle of the COVID-19 pandemic, making students not get bored easily and strategies that are used can also facilitate students in achieving the learning goals.⁴

H. The Organization of Writing

The researcher made this paper into five chapters.

Chapter one consists of the background of the research, the identification of the problems, the limitation problem, the research questions, the aim of the research, the significance of the study, the previous study, and the organization of writing.

Chapter two is a theoretical framework. Discuss the theory of teaching consisted of the definition of teaching, teaching styles and teacher personality and the concept of teaching. Learning and teaching foreign language (TEFL) consisted of learning of foreign language and teaching of foreign language. Theory of teaching strategy consisted off definition of teaching strategy, kinds of teaching strategy and teaching methods. Theory of learning which consisted

⁴ TARI PUTRI Utami, 'AN ANALYSIS OF TEACHERS ' STRATEGIES ON ENGLISH E-LEARNING CLASSES DURING COVID-19 PANDEMIC By: TARI PUTRI UTAMI TEACHER TRAINING AND EDUCATION FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA', 2020, 114.

of the definition of learning, discuss the definition of learning English and criteria of learning. Learning from home which consisted of definition of online learning, definition of online teaching, the tools of online teaching and the E-learning component, the Advantages of E-learning in English Teaching, and the disadvantages of E-learning in English teaching.

Chapter three is a research methodology, which consists of the method of research, place and time of research, informant, technique of data collection, the technique of data procedure, and technique of data analysis.

Chapter four is finding the result; discuss data description, analysis of data, and discussion.

Chapter five is closing consist of conclusions and suggestions.