

CHAPTER I

INTRODUCTION

A. Background of the Research

The sudden COVID-19 pandemic necessitates an educational element to do lessons during the COVID-19 pandemic maintain online learning. The current condition is urgent to innovate and adapt related to the use of technology available to support the learning process. The practice requires educators and students to interact and transfer knowledge online. Online learning can take advantage of platforms in the form of applications, websites, social networks and learning. then students and teachers must be able to get through it well, because in this covid-19, teachers and students must be able to adjust the technology used so that learning can be carried out properly.

E-learning transfer of knowledge experience using video, audio, image, text communication, software and software and with internet network support. The problem of teaching during the COVID-19 pandemic has become serious problems throughout the world, including Indonesia. Indonesian too strive to address this issue as a top priority. All forms of activity that cause crowds, crowds and direct interaction. Including schools that meet these criteria began to be closed by the government since March. Therefore, activities in The school was stopped and the teaching and learning process was no longer carried out in the school but through online in their respective homes, to prevent the spread of covid-19.

One strategy that can be used in the bold method is the personalized method in the discussion system, teachers can provoke discussion and test students' understanding through calling their names one by one. The discussion session is something that must be carried out in the bold learning method. In the bold method, the teacher gives a maximum of 30 minutes of material so that students can stay focused. The rest of the learning must be carried out using the discussion method, either group discussions, or class discussions.

Teaching English is not easy, each class has a different skill level teachers must also use effective strategies to make students understand the teaching materials. Teachers should be creative when choosing materials and be able to arouse students' interest. Therefore, teachers need to manipulate several strategies to support the learning process. Strategies can make learning easier, faster, more interesting for students, more independent, more effective and easier to transfer to students in new situations.

This is a challenge for all teachers, especially English teachers. Since language is a class, four skills need to be mastered. Learning English can be defined as the proficiency of the four skills. Richard Schmidt pointed out that the language of instruction is a method of instruction language. Then the four language skills of using language are listening, speaking, reading and writing. The four skills are divided into two categories, namely speaking and writing, which are called active or productive skills. On the contrary, reading and listening are called passive or

receptive skills.¹ The isolation skills, mastering discrete skills (such as reading and writing), methods of reading and speaking are considered the keys to success. Language learning and language learning can sometimes be separated from content learning. The teachers here need adaptability and English teaching strategies. learning and existing practical problems. This situation not only poses a challenge for students, but also for teachers to teach ,because in this case, teachers need to ensure that students understand the learning materials.

According to the above explanation, researcher are interested in observation and find out which strategies teachers use in English teaching through online learning method. So the researcher became curious and tried a study called "Teacher Analysis" investigated this Strategies for English Learning Courses COVID-19 pandemic in 2020/2021 school year".

B. Identification of Problem

Based on interviews with English teacher, researcher obtained some information about the problems of teaching English in online classes using e-learning as follows:

1. Technical problems, for example the signal as well as the internet. The teacher and some student have an unstable internet connection
2. Lack of motivation and dislike learning to speak
3. Use of meeting applications ins class while taeching
4. The efforts of the teacher to teach English according to the RPP.

¹ Richard Schmidt, *Teaching Strategies*, (New York: Boston, 2010), 20.

C. Focus of Study

In this study, the focus of the research is on the strategy of teachers using a method for teaching English, namely e-learning during the COVID-19 pandemic at 7th Grade of SMPIT Darul Musthofa Cilegon in the 2020/2021 school year.

D. Research Question of Study

Based on the research, the researcher asked the following questions:

1. What strategies has teacher of English e-learning ?
2. How does the strategy help teacher use RPP in English learning?

E. Objective of the Study

Based on the limitation of the problem and the statement of the study above, the objectives of the research are :

1. To know the teachers' strategies on English e-learning classes during the covid -19 pandemic.
2. To explain the strategies help the teachers in using RPP in English learning

F. Significant of Study

This study will provide Strategies for English e-learning courses. This research also provides favorable conditions want to study the description of further research

of the same case, so this research will become useful information and provide useful references for the next step learn.

G. Previous Study

The researcher finds some previous studies of an analysis of teachers' strategies on English e-learning classes during covid-19 pandemic.

First, the previous research is arranged by rendy adhitya putra (200130061). His reaserch paper entitled is “ E-Learning media in English for second grade of junior High school student” he has graduated from universitas Muhammadiyah Surakarta. His research used a linear sequantial/ waterfall model method. This method is systematically that carries out stage sequentially in developing the system starting from the analysis, design, manufacture, impelementation, testing and maintenance,stages. The test was carried out at SMP Muhammadiyah 1 kartasura on the students of second grade class A. The result of his research is a web-site-based E-learning application majority (66%) of respondents said that E-learning appliacion is very helpful for the learning process.²

The second previous research is arranged Al-maqtri “analyzed the effectiveness of e-learning in English teaching”. Some students said that they cannot access the internet. As a result, it was discovered that e-learning does not make English learning better. This discovery it is recommended that teachers need to increase their

² Rendy Adhitya Putra, “ Media Pembelajaran E-Learning Pada mata pelajaran Bahasa Inggris Untuk Siswa Smp Kelas VII”, (Undergraduate Paper, University of Muhammadiyah Surakarta, 2017),1.

knowledge and experience to understand the concept and use the implementation of the strategy. Author of this article during the course, we will focus on the strategies of English teachers through e-learning courses the COVID-19 pandemic.³

The Third is “Differentiated Instruction Strategies in English Language Teaching for Gifted Students”, Mohd Hasrul Kamarul zaman, Hazita Azman, Azizah Mohd Zahidi the study reported has provided an insight into the employment of differentiated instruction strategies as a guide to benefit not only the English language teachers at Permata pintar but also public schools in Malaysia as Differentiated Teaching and Learning in English language program is implemented by the Ministry of Education. Specifically, the researcher intends to advance the thematic network analysis as introduced by embedded in a mixed method case study exploring differentiated instruction strategies in English language teaching and learning and its impact on the motivation and achievement of gifted students at Permata pintar. The study itself aims to provide differentiated instruction strategies that could benefit not only the English language teachers at Permata pintar and other public schools in Malaysia, but also to all practitioners of differentiation in general.

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The three previous studies are relevant to this study. However, there are some similarities between previous research and this study is a research that focuses on

³ M.A.T Al-Maqtri, “How Effective is E-learning in Teaching English” *journal of education and Human Development*, Vol.3, (June 2014), 1.

⁴ Mohd Hasrul Kamarul zaman, Hazita Azman, Azizah Mohd Zahidi, “*Differentiated Instruction Strategies in English Language Teaching for Gifted Students*”. *Journal of Applied Environmental and Biological Sciences*, Vol.10, No.2, (February 2017),29.

online learning analysis. The difference from the three previous studies is that Randy uses a sequential/waterfall linear model method. Al maqtri uses case study, observation, questionnaire, and interview methods. Differentiation Learning Strategies in Teaching English to Gifted Students Mohd Hasrul Kamarul zaman, Hazita Azman, Azizah Mohd Zahidi used log data tables and other personal data tables, statistical and cluster analysis for data analysis. While this research used case study as a research methodology and using observation, interviews and documentation to analyze the data. The three studies used quantitative, Al-maqtri and Mohd Hasrul Kamarul zaman, Hazita Azman, Azizah Mohd Zahidi used qualitative, while this research used qualitative as a research study.