

CHAPTER I

INTRODUCTION

This chapter, the researcher presents background of the research, problem of research, objectives of research, limitation of the research, significances of research, and definition of the key terms.

1.1 Background of The Research

English is an international language that is very important both socially and intellectually. People often use language to convey a message or information to one another; they also believe that language is one way to introduce social identities. Without language people will find it difficult to communicate with one another.

For Indonesians, English is the first foreign language taught to students from elementary school to university. In junior and senior high school, English is one of the foreign languages required to pass the national examination. English has been taught in elementary school to high school as the first foreign language for years. However, although English was taught many years in English language skills students were very inadequate.

Teaching English is not easy. With different levels of skill in each class, teachers must use effective strategies that allow students to learn the material. Teachers must be creative in choosing materials and be able to stimulate student interest. Therefore, the teacher needs to manipulate several strategies to support the teaching and learning process. Strategies can make learning “easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (Oxford, 1990:8).

Since the end of 2019, the world has been rocked with a *coronavirus* or *COVID-19*. This virus was first discovered in Wuhan, Hubei, China. *Coronavirus* disease 2019 (*COVID-19*) is a respiratory tract infection caused by severe acute respiratory syndrome *coronavirus 2 (SARS-CoV-2)*, or what is often called the *Coronavirus*. This virus has a high mutation rate and is a zoonotic pathogen that can persist in humans and animals with a very diverse clinical presentation, ranging from asymptomatic, mild to severe symptoms, even to death.

Until now, 22 million people worldwide have been exposed to corona (CNN, 2020). A total of 777 thousand people died, while 14 million others were declared cured. In Indonesia, the number of positive cases of *coronavirus* infection continues to increase. As of Wednesday (19/8/2020), positive cases of *COVID-19* infection reached 143 thousand people, 6.277 died, and 96.306 patients recovered.

As a result of the *COVID-19* pandemic, the entire system that runs like a government, the economies, including education in Indonesia are disrupted. As of March 11, 2020, the president of the Republic Indonesia adopted a policy of temporarily closing the teaching and learning process at schools and universities urged them to study at home, and replacing them with online learning to break the chain of viruses. Thus the teacher is required to master Internet Technology in order to follow up distance learning, especially in SMAN 1 Gondanglegi.

This topic was inspired two previous studies. The first is "The Teachers' Implementations of Distance Learning during the *COVID-19 Pandemic* at SMAN 1 Bringin" by Aulia Nabilah. The result of Nabilah's research is this study found that distance learning is learning activities carried out indirectly and requires appropriate media so that learning can take place. The implementation Distance learning has several advantages and disadvantages. However, more disadvantages than advantages. This is because it's the first time of implementation distance learning is carried out during the *COVID-19* pandemic. In addition, other factors that cause the weaknesses of distance learning in terms of geography, human resources, and the economy are still weak. However, learning can still take place even though the results obtained are not optimal. The second research is "An Analysis Of Teachers' Strategies on English E-Learning Classes During *COVID-19* Pandemic" by Tari Putri Utami. The result of Utami's show that (1) The teachers use different strategies because the expected skill output is different, for writing skills the teacher uses strategies namely planning, drafting, and editing. As for listening skills, the teachers apply several strategies such as listening to songs, writing song lyrics, matching lyrics, and finally sing a song. But both of them use the video-based learning model and also virtual education through WhatsApp. (2) Strategies in teaching through e- learning classes during

the *COVID-19* pandemic greatly assisted teachers in the teaching and learning process to achieve learning goals.

Therefore, the researchers formulate a research study entitled “The English Teachers’ Strategies Using Online Methods during the Pandemic at SMA Negeri 1 Gondanglegi”.

1.2 Research Question

1. How is the application of the E-Learning method during a *COVID-19* pandemic at SMA Negeri 1 Gondanglegi?
2. What is the strategy of the English teacher in using the E-Learning method during the *COVID-19* pandemic at SMA Negeri 1 Gondanglegi?

1.3 Objectives of Research

1. To know the application of the E-Learning method during a *COVID-19* pandemic at SMAN 1 Gondanglegi.
2. To know the strategy of the English teacher in using the E-Learning method during the *COVID-19* pandemic at SMAN 1 Gondanglegi.

1.4 Limitation of the Research

In this research, the researcher focuses on the teacher’s strategy in teaching English using the E-Learning method during the *COVID-19* pandemic at SMAN 1 Gondanglegi in the Academic Year 2019/2020. The subjects of this study were English teachers who taught in the middle of the *COVID-19* pandemic.

1.5 Significances of Research

1. For Institution

This study will support institutions to provide a learning environment, encouraging students to carry out research that has a valid impact on society. Market: this research will increase the stable supply of circular fabrics in the community.

2. For the English teacher

The researcher hopes that the result of this study will be useful for the other teacher in applying strategies for teaching English with e-learning methods. So, the teacher can improve teaching and learning English to become more active, effective, and efficient even through e-learning methods.

3. For students

By using E-Learning methods and appropriate strategies, the researcher hopes that students will get enjoyable in the teaching and learning process. The students will not feel forced in learning English but they will feel happy to learn since they are put in an enjoyable situation.

4. For researcher

This research can provide guidelines for the next researchers to develop the use of learning methods when there are obstacles in the teaching and learning process.

1.6 Definition of the Key Terms

By knowing the key terms, it makes this research is easier to be understood by other researcher and readers. Many key terms are related to this research such as teaching strategy and E-Learning.

1. Teaching Strategy

Stone and Morris (as quoted in Issac, 2010), teaching strategies are a general description of learning that includes the structure, outline of planned tactics, and the teaching objectives needed to implement the strategy. Furthermore, Issac (2010:358) explains that tactics are manifested in the classroom as a process or series of ways in which the teacher teaches.

2. E-Learning

Koohang and Harman (2005) stated that “E-Learning is the delivery of education (all activities relevant to instructing, teaching, and learning) through various electronic media”. Koohang (2005) stated that appropriate instructional design that includes learning theories and principles is critical to the success of E-Learning.