CHAPTER I

INTRODUCTION

A. Background of Study

Recently there has been a lot of news about the corona virus or Covid-19. The Covid-19 outbreak has caused many problems, especially in educational problems. According to Rosalina (2020:72) teaching and learning process has a big revolution since Corona Virus Disease (COVID-19) has spread out to the world. Education is one of the sectors that have a big impact on its condition. COVID-19 changes everything in the education system. The teaching and learning process which do face to face must be changed to be online system by using technology or application.

Currently, Indonesia is entering a new normal era from the Covid-19 pandemic, where health protocols still have to be applied in every activity, including teaching and learning activity at school. Blended learning is one of the teaching and learning technique that has been implemented in the new normal era. Blended learning is a learning model that combines between e-learning and face-to-face learning. Blended learning is a new concept in learning where the material delivery can be done in class and online (Bielawski and Metcalf in Husamah, 2014). Blended learning is a learning strategy that can develop critical thinking skills and accommodate students to optimize the use of information and technology and improve students' learning outcomes or achievement. Blended learning is also known as hybrid learning. This term contains the meaning of mixed, or a combination of learning (Nurhikmah, 2018). When we do online learning, of course we need media as a means to learn. Therefore various platforms are used as learning media, including Google Classroom, Zoom Meeting, Whatsapp, Google Meet, Youtube, and so on (Haqien, 2020). Applications can be accessed through any operating system such as Windows, Linux, iOS, Mac OS, website or Android.

According to De Porter & Hernacki (in Nikmawati, 2014: 24) learning styles are grouped into 3, namely visual learning style, audio learning style and

kinesthetic learning style. The students who have a visual and audio learning style are lucky to follow learning process with e-learning applications but for students who have kinesthetic learning styles may have less likely to succeed in the process learning (Surahman & Alfindasari, 2017). In addition about the learning style that different, communication between students and between teachers and students is also needed. Because by communicating, both students and teacher will know to what extent the results obtained in the learning process.

To be able to bring out the attraction in the learning process, teachers need to have an organizing teaching strategy and delivery of teaching precise, unique, and provide convenience for students during the learning process. By having a strategy teaching organization and proper delivery of their teaching can be interested in the subject or field of study. According to Degeng (1989), organizing strategy teaching and delivery of teaching has an important role in providing and maintain the attractiveness of the field study or subject. Not only strategy in organizing and delivering teaching material that has an important role in the learning process, but the quality of teaching also has an important role because the quality of teaching can affect for the learning outcome. According to Degeng (1989), the quality of teaching is always related on the use of methods or models teaching according to needs in achieving the expected results with certain teaching conditions. Thus, if you want to achieve the results with the good expectations of students as well as teachers, teachers need to have teaching organizing strategy, delivery of teaching, and quality of teaching.

Teachers are the spearhead in improving the quality of education. Especially in giving motivation for students to be able to improve the quality of education in order to educate students nation's life. The role of the teacher becomes the motive force that drives someone to do something that teachers need to foster student motivation to get good learning outcomes optimally to achieve certain goals (Idzar, 2016). Teachers as a component of education have consequences for need to be equipped with professional skills in carrying out the tasks. The feeling of responsibility or dedication in carrying out tasks for quality improvement education is very necessary because in everyday life, other teachers are required to

be educators and also teachers. To make it happen, participation from all parties is needed, including educational institutions. According to Idzar (2016) various efforts have been made by educational institutions to improve the quality of education. On the other hand, to improve the quality of education, a test is held every the end of the semester to determine student achievement in absorbing the subject matter that given and to find out the extent to which the teacher's success in presenting subject matter in certain timeframes according to the curriculum.

Improving the quality of teachers in the teaching and learning process is the one of an effort to improve the quality of education. In the educational process, students is central to the educational process. They are human resources who potential must be developed. In this case, the teacher occupies a very important position strategic in developing the potential of students. As a teacher, they should help the development of students to be able to accept, understand, mastering science and technology. So that the teacher must motivate the students to always learn in various opportunities. According to Winarsieh (2020:159) Teachers are a key element that plays an important role in formal education. Its existence is a determinant of the success of students and the quality of education. During the covid-19 pandemic, teachers are required to be able to demonstrate the competence of teachers in guiding, training, educating, and teaching their students. In accordance with the policy set by the government, it is mandatory for all schools to conduct online learning or blended learning systems in this new normal era. Therefore teachers and students have to work together in order for the purpose of learning during the COVID-19 pandemic to be achieved. Teachers must continue to perform their duties in teaching, training, encouraging creativity even without having to come face to face with students everyday. in this case, it is necessary for teachers to support the blended learning process . In the end, a teacher can play this role as a motivator and create the strategies in the teaching and learning process to increase students' achievement in English blended learning class.

According to previous research by Yandi (2021) entilted "Teachers' strategies in increasing students' motivation in online english learning". This study was

conducted to investigate teachers' strategies in increasing students' motivation in English on-line learning at MTsN 6 TanahDatar. Sources of data in this study were the results of observations and interviews with several students at MTsN 6 Tanah Datar. This study used describtive qualitative with the method of case study. The informants in this study were three English teachers that selected by using purposive sampling. The results showed that there were several strategies used by English teachers in increasing student motivation in learning English online. The strategies include: giving video material, accepting students' assignment anytime, giving concise and dense material, using learning games, giving praise/ reward, and evaluating learning process.

The second study entilted "Teacher strategies in online learning to increase students' interest in learning during COVID-19 pandemic" by Sutarto (2020). This study focused on understanding and exploring the strategies used by teachers of SDIT Rabbi Radhiyya Curup to increase student's interest in learning and to express students' responses in Online learning during the COVID-19 pandemic. This researcher used qualitative research with a phenomenological approach in which the principal, the vice-principal of curriculum, the teachers, and students were the informants of this research. The results showed that the strategies used by the teacher to increase students' interest in learning were to provide students with an understanding of the importance of learning, to make learning material brief, clear, and interesting, to use simple and interesting media, and to conduct regular and continuous evaluations.

The third study was conducted by Utami (2020) entilted "An analysis of teachers' strategies on english e-learning classes during covid-19 pandemic". This research focused on the teachers' strategies used in teaching English with e-learning classes during the COVID-19 pandemic. This type of research was field research with qualitative approach. Data collection techniques in this study are observation, interview, and documentation.. The results of the study show that (1) for writing skills the teacher uses 3 strategies namely planning, 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 songs. 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 in this research the reseacher is interested to examine the teachers' strategies to increase students' achievement in English blended learning class. This is because there are many students whose achievement has decreased and even empty due to not doing assignments. In accordance with the results of a short interview I did with one of the teachers at SMPN 1 Kauman, the cause of the decline in students achievement was due to the students' laziness to do assignments because they had been at home for a long time due to the Covid-19 pandemic without monitoring by the teachers directly. In addition, internet network barriers are also the cause. The differences between this study and previous study that is this study examines the teachers' strategies in English blended learning class. Meanwhile, in previous studies examined teacher's strategies in online learning. And another defference is about the object that observed. The previous study observed about strategies to increase motivation, interest in learning, and on English E-learning clases, meanwhile in this reseach study about strategies to increase students' achievement in English blended learning class. So this study has to be observed to know the new things that different from the previous study and also is there differences teachers' strategies between in online learning and blended learning. In this study the reseacher use qualitative method in the study case. The informants in this research are three English teachers of SMPN 1 Kauman. The researcher choose SMPN 1 Kauman because it is one of the favorite schools in Tulungagung which has many achievements both in academic and non-academic fields such as English speech competitions of province level in 2018, story telling of district level in 2021. Blended learning sytem is implemented in this school. Many students still feel unfamiliar about blended learning and feel lazy when study at home by online learning. Teachers must have strategies in the teaching process in order to help in

improving students' achievement. Based on the background of the problem, the reseacher entitles the research

TEACHERS' STRATEGIES TO INCREASE STUDENTS' ACHIEVEMENT IN ENGLISH BLENDED LEARNING CLASS.

B. Research of Problem

1. What are the teachers' strategies in preparation of teaching English to increase students' achievement in English blended learning class?

2. What are the teachers' strategies in implementation of teaching English to increase students' achievement in English blended learning class?

3. What are the teachers' strategies in giving assessment to increase students' achievement in English blended learning class?

4. What are the results of implementing the strategies in increasing performance studying in English blended learning class?

C. Purpose of Study

1. To know the teachers' strategies in preparation of teaching English to increase students' achievement in English blended learning class

2. To know the teachers' strategies in implementation of teaching English to increase students' achievement in English blended learning class

3. To know the teachers' strategies in giving assesment to increase students' achievement in English blended learning class

4. To know the results of implementing the strategies in increasing performance studying in English blended learning class

D. Limitation of the Research

This research focuse on the teachers' strategies to increase students' achievement in English blended learning class

E. Significance of the Research

Based on the problem above, the researcher hopes that this research can be beneficial directly or indirectly. The significance of the research such as:

1. For Teacher

a) The significance for teachers is that it is hoped that the results of this

research can be valuable input for teachers to shape students' achievement in English

b) The results of this research are expected to provide input in the development of English, especially those related to teachers' strategies in increasing students' achievement in English

2. For Headmaster

For the development of the quality of the school, and can improve the process teaching and learning and improving student learning outcomes.

3. For Students

a) The use of teachers' strategies in the teaching and learning process can motivate students to increase their achievement in English.

b) By knowing the teaching strategies that given, students will be more interested to increase the spirit and motivation of learning

4. For Reseacher

a) This research can be used as study material for other researchers to understand the strategies to increase students' achievement in English

b) The significance for researchers is to increase knowledge and experience related to this research which examines teacher's strategies in increasing students' achievement in English blemded learning class.

F. Definition of Key Terms

1. Blended Learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods.

2. Teaching strategy is a method or structured plan that used by the teacher to manage the class and deliver of material in the classroom which aims to make it easier for teachers and students to achieve learning goals.

3. Achievement is the learning outcome that can be achieved by individuals after carrying out of learning processes (Gunawan, 2013:154).

It can be concluded that achievement is the result or level of ability that has been achieved by students after participating in the teaching and learning process within a certain time in the form of changes in behavior, skills and knowledge and then will be measured and assessed which is then manifested in numbers or statements.