

CHAPTER I

INTRODUCTION

In this chapter, the researcher wants to explain the background of the research, the formulation of the research problem, the research objectives, the research interests, the scope and implications of the research, the definition of key terms and the research organization.

A. Background of the research

The current era is like today where everything has developed rapidly. Likewise, humans are required to be able to have the ability to keep up with increasingly current developments, one of which is by developing English language skills. According to Chaer (2013: 177) English is the main international language which is the most widely used language of all nations in the world, so if we want to enter the international arena, we must master English well. So, by being able to speak English we can easily communicate with other people around the world. It would be nice if Indonesian sons and daughters mastered a foreign language, but also had to master good Indonesian as well.

The use of English in Indonesian society is increasing. This happens because society is influenced by technology and social media. One of them is the number of English-language films that are popular among the public.

Sdawut (1997:98) states that English is the language of business in the global arena that will be faced by future generations. In fact, this is already being felt now, when there is an increasing need for educated and professional personnel with qualified English skills.

Nadthapong Akharakpaisalskul (1999) stated that as an ASEAN member country, the Government of Thailand clearly understands the importance of English in integration into the ASEAN Economic Community. This is related to the development of English language learning programs at the educational premise in this Golden Pagoda country. The Thai government also focuses on developing teaching and communication in English for teachers.

Since 2002, the Government of Thailand has started implementing an English-Thai bilingual teaching program in several subjects in public schools at various levels. According to data from the Private Education Committee of Thailand in June 2016, there are 166 international schools that use 100 percent English as the main teaching language and 3,513 private schools that have half the number of subjects that use English.

Every morning, at Phraya Prasert Suntrasai Elementary School (Bangkok City), all students queue and spell any customized structure in English in front of the English masters. This is one of the school's activities to improve the students' ability to communicate in English. In addition, every week, the school also organizes extracurricular courses for all students. Students will take turns introducing an ASEAN country to English after each study hour.

Stif (2003:675) states that teachers have more roles in motivating students than their parents, because students depend on their masters especially in learning English and are central to understanding and improving the quality of learning. The teaching of English is from the teacher regardless of the methods or materials they use. Students often find it difficult to have an interest in learning English because English is not part of Thai culture. they depend on their masters to develop their interests so that they can learn English.

Common teaching strategies are lectures, small group discussions. Self-study library research mediated instruction, repetitive exercises Laboratory work, instructing, coaching, inductive and deductive methods, use of lesson packages, problem solving and question and answer. It may be enough to say that Masters have their own teaching strategies.

Teaching theory It is very important to integrate it into learning theory without argument. The development of teaching and learning theory received less attention, was neglected, and when compared with theory pedagogical theory was almost never mentioned in the theoretical writings of psychologists. As can be seen from the abstract, psychology is full of learning operations. and learn a lot at school.

Based on the description above, the researcher wants to explain the strategy used by the Thai language master to teach English in schools in Pattani, Thailand because the researcher wants another country. Find out what strategies Thai masters use to teach English to students in Thailand.

The researcher chose the Al-Islamiyah Witthaya Mullanitithi School as the research location. This is because this school is a large private Islamic school in southern Thailand. and about 3,000 students study here. And many students from other provinces come to study here. And these are middle school and high school. Whopper Research

Based on the government's appeal to maintain distance and reduce social interaction as an effort to prevent the spread of the infection crown or Coronavirus, several schools in Thailand have closed teaching and learning activities, including implementing online learning at home for their students. It is hoped that this condition will not dampen the enthusiasm of students to learn, because education for them remains a top priority that we must pay attention to together.

Crown Dirgantoro, Strategic Management - Concepts, Cases, and Implementation (2001), p. 13-14. Learning strategies are basically real actions from the teacher or the teacher's practice of carrying out teaching in a certain way. which is considered more effective and more efficient. In other words, learning strategies are tactics used by teachers in carrying out teaching practices in the classroom. These tactics or actions should reflect systemic and systematic steps. Systemic implies that each component of teaching and learning is related to each other so that it is organized in an integrated manner in achieving goals. While systematic contains meaning. The steps taken by the teacher at the time of teaching in a neat and logical sequence so as to support the achievement of goals. There are three main things that teachers need to pay attention to in learning strategies. The first is the teaching stage, the second is the use of models or teaching and data on the use of teaching principles. Meaning that learning strategies are actual actions or tactics of teachers in the process process based on signs that have been used according to students. so that it can be effective and efficient. From the description above, it can be concluded that teaching and learning strategies are tactics of teacher activities programmed in learning, to make students learn actively and understand what is

being taught, which emphasizes providing optimally directed learning resources and repairing student behavior and creating relationships. which is educational. so that students can develop optimally.

The learning strategy is basically an important series in the teaching and learning system approach. Rationally, learning strategies are directly related to the selection of learning activities that are considered effective and efficient in providing learning experiences to achieve basic competencies in Pancasila and civic education subjects. This is because each learning objective has special characteristics, to describe the abilities students have after participating in learning activities. Basically, there is no learning strategy that is considered the best, because each learning strategy has its own advantages.

Learning strategies that are stated to be good and appropriate to achieve certain learning objectives are not necessarily good and appropriate to be used in achieving other learning objectives. That is why, an educator is expected to have knowledge and ability in selecting and implementing various learning strategies, so that in carrying out their duties they can choose alternative strategies that are felt to be in accordance with the learning objectives that have been formulated. To achieve the above expectations, it is time for teachers to master learning strategies, so that what is expected in learning can be implemented (Abdul, 2013:16).

Learning strategies can be understood as a method, a set of methods, techniques that are carried out and taken by a teacher or student in an effort to change behavior or attitudes. Learning strategy is one of the methods used by teachers in delivering subject matter. The learning process carried out by the teacher cannot be separated from the application of learning strategies. Because of strategy learning is one of the methods used by teachers in deliver the subject matter. Expected delivery of subject matter can be absorbed and understand by students, because this has an impact on towards the objectives to be achieved in the learning process. Process goal the learner is the achievement of the desired learning outcomes or above the minimum standard.(Bambang Warsita, Foundational *Learning Technology & Its Applications*, 2008).

Learning strategies are one element of the learning process. Strategies are used by teachers and students to create processes learning carried out in the classroom so that the learning objectives achievable. According to J.R. David in *Teaching strategy for college classroom*(1976), strategy is the way to achieve something. Whereas learning strategy is a comprehensive approach in a system learning in the form of general guidelines and activity frameworks for achieve the general learning objectives, which are described from the perspective of certain philosophy or learning theory (Majid, Abdul. 2013: 7).

Al-Islamiyah Witthaya Mullanithi School is one of the private schools in the Pattani area that would be able to assist education in terms of fostering distance learning activities for its students. Learning at this institution uses teaching methods via Google Classroom, Google meet and Zoom, this institution tries to print and produce students who are superior and have good character in general education and religious education, so at this institution students are not only emphasized on face-to-face learning but also distance learning. This can be seen in learning activities with daily habits, so that awareness is embedded in him to be a good person.

The implementation at the Al-Islamiyah Withaya Mullanithi school has been going quite smoothly. All teachers also implement distance learning. Distance learning has been implemented since the Covid-19 pandemic. Because there are so many problems in the scope of distance learning that we need to know, for example in operating cell phones, signals that are not supportive, and how understood the materials that has been taught by the teachers. In addition, the application of distance learning has not been able to improve students' understanding, so that students experience a decrease in terms of achievement or learning scores.

From the facts above, researchers are interested in researching more about how masters address these various problems. Therefore, the researcher made the title of the study “ *Thai Teachers Strategies of Teaching English in Pandemic era at Al-Islamiyah Witthaya Mullanithi School.* ”

B. Research Problem Formulation

Based on the research background above, this study formulates the following questions:

- a. What strategy did the Thai ace use in teaching English during the pandemic at the Al-Islamiyah Witthaya Mullanithi School?
- b. What strategies did Ace Thai use in teaching English during the pandemic at the Al-Islamiyah Witthata Mullanithi school?

C. Research objectives

Based on the formulation of the research problem above, the aims of this researcher are to:

- a. To find out the strategies used by Thai teachers in teaching English during the pandemic at the Al-Islamiyah Witthaya Mullanithi School.
- b. To find out how the strategies used by thai teachers in teaching English during the pandemic.

D. Significance of the research

In terms of the importance of research, the results of this study are expected to be useful as follows:

1. For further researchers:

The research results will provide information for other researchers: can be used as a reference or useful information about technology strategies.

2. For teachers:

The results of this study are expected to be useful for teachers who want their students to be more interested in learning English. It is hoped that from this research, teachers can identify appropriate strategies to encourage students to learn English effectively.

E. Scope and Limitations of the Research

The scope of this research focuses on the teaching strategies that Pro uses to teach English during the high school pandemic. Limitations for the better results of this study are simulated only by the teaching strategies used by Thai veterans teaching and student achievement in secondary schools at Al-Islamiyah withthaya mullanithi School.

F. Definition of key terms

In this study, three keywords were clearly defined by the research. The three key terms were strategy, Thai strategy. teaching strategy outbreak of time and distance learning.

1. Strategy

Brown (1994: 192) states that a strategy is a specific method of approaching a problem or task, a mode of operation to achieve certain goals or a planned design to control and manipulate certain information.

2. Teaching Strategy

Pattanarat (1998:436) states that the teaching strategy is to help masters use methods and materials that are ideally partially open. Teaching strategies are a common theme for masters to achieve their self-expression and teaching goals. From the above definition, the researcher defines teaching strategy as a master's effort to create an environment that makes it easier for students to understand the content.

3. Master Thai

Thai technicians are masters teaching in Thai schools and have activities to teach students to understand the teaching content. The aim is to develop the Thai language to be educated and qualified.

4. Pandemic era

The Covid-19 pandemic is a disease that spreads globally over a large geographic area. Corona virus (Covid-19) which causes the disease Covid-19, is currently declared by WHO as a pandemic.

5. Distance Learning

Distance learning is learning process that connects learning and learning resources in the form of virtual or digital communication by utilizing technology in electronic devices.

G. Research of organization

Research papers are prepared so that readers can understand the contents of the article.

Chapter 1 The researcher wants to explain the background of the research. formulating research problems research objectives the importance of research Scope and limitations of research Definitions of key terms and research organization.

Chapter 2 The researcher would like to present a literature review related to strategic theory in teaching English. theory of teaching strategies and previous studies.

Chapter 3 wants to explain the method used by the researcher. The research method consists of design, research subjects, information collection procedures. Information Collection Techniques Information Validation Techniques and information analysis

Chapter 4, the researcher, presents a description of the findings and the discussion section contains a discussion of the findings based on observations and interviews.

Chapter 5 researchers describe their research conclusions and recommendations. Conclusions are drawn from the findings and discussions described in the previous chapter, besides the recommendations are the recommendations of the researchers based on the research findings for better results in teaching English.

