

CHAPTER I

INTRODUCTION

This chapter discusses background of the research, scope of the research, statement of the problem, objective of the research and significance of the research.

A. Background of the Research.

English is taught as a foreign language in Indonesia. In learning English, students are expected to be able to master all the language skills of English. There are listening, speaking, reading, and writing. In teaching English, the teacher plays an important role in students' development, the teacher must be an innovator, educator, and advisor in encouraging their students to learn English. Furthermore, the teacher is the organizer of teaching and pairing during communication with their students. Teaching English is an obligation and also a challenge for the teachers, because it is considered not easy for them; with differences in student understanding in each class, the teacher must use effective strategies; so that the students can understand well the material taught by the teachers.

Teaching English is an important thing for teachers to do, because it can improve students' language skills; it will have an impact on the future of their students, students can pass the exam easily, as a provision to continue their education to the next level

In transferring material or knowledge to the students, a teacher is required to be creative in choosing teaching materials and be able to stimulate students to learn, they must always motivate students to continue learning English. For this

reason, a strategy in teaching is very important in the classroom, so that they can manipulate several strategies to support the teaching and learning process. This strategy is felt to be easier, faster, more fun, effective under the conditions in the classroom.

To convey the subject matter, the teacher must be able to organize the entire lesson component. One of them is teaching strategy. A Strategy is defined as an outline in doing something to achieve established goals, the students' performance in terms of four skills deals with the teachers' strategy in teaching.

In teaching, teachers are demanded to understand students' conditions. Nowadays we are in facing the Covid-19 pandemic; this pandemic has resulted in schools shutdown across the world. According to the world economic forum, over 1.2 billion children are out of the classroom. As a result, all of the traditional education has changed dramatically, with the distinctive rise of learning. This pandemic has utterly disrupted the education system. All schools and universities are forced to move their educational offering online.

The outbreak of the Covid-19 pandemic caused all universities and schools to close and forced to initiate online teaching. All students embracing online learning during the covid-19, not only students but also all educators resolute the way they teach moving from traditional education to e-learning. This has forced the teacher to think of new alternative strategies for engaging students.

Teaching online might appear vastly different; it can be looked at from the strengths and weaknesses of e-learning. The strength of e-learning is that it is flexible where students and teachers can access the internet anywhere, e-learning

facilitates communication and also enhances relationships that support learning, e-learning helps compensate for the scarcity of academic staff, including instructors or teachers.

However, e-learning is considered less effective as a method, because this can make students experience contemplation and lack of interaction, and e-learning methods may be less effective than traditional learning methods; because the learning process is much easier directly with instructors or teachers, E-learning can negatively impact socialization skills and limit the instructor's role as director of the education process. In addition, not all students can study because of a lack of media such as telephone hands and internet access.

The explanations above are supported by Listiyanawati (2020) teaching strategies applied by teachers; they were: applying only online chat, using video conference, and combining both online chat and video conference in the online teaching and learning process. Some of the problems also arose during the e-learning, a total of six problems. The arisen teaching problems were: the teachers' disability in accessing technology, school facilities in supporting e-learning, the difficulties in explaining the material, students' limitation in accessing the internet, students' economically distrengthd family background, and parents' support system. Nevertheless, the teachers expressed that the e-learning system relieves their responsibility in conducting the teaching and learning process during this COVID-19 outbreak.

From the explanation above, the teachers should be able to conduct English teaching, by using some effective teaching strategies that can save time

and communicate more effectively. Online teaching is as strong as online communication. The teachers must have strategies to make the students ready and interested in studying English. By applying the best strategies in teaching the English process, the teachers can evoke students' confidence to practice English well.

Concerning the phenomenon above the researcher would like to carry research by the title "Investigating Teachers' Online English Teaching Strategies During the Covid-19 Pandemic Period at SMP Negeri 1 Kota Ternate".

B. Scope of the Research

The scope of the research is teachers' online English teaching strategies during the Covid-19 pandemic period at SMP Negeri 1 Kota Ternate.

C. Statement of the Problem

Based on the background of the research, the formulated problem is as follows:

What online teaching strategies and media are used by the teachers during the Covid-19 pandemic period at SMP Negeri 1 Kota Ternate?

D. Objective of the Research

Based on the problem of the research, the objective of the research is to know and investigate the online English teaching strategies used by the teachers during the Covid-19 pandemic period at SMP Negeri 1 Kota Ternate.

E. Significance of the Research

This part discusses two main ideas regarding the theoretical significance and practical significance as follows:

1. Theoretical Significance

This result of the research is expected to contribute to the existing knowledge concerning theory of teaching English and online English Teaching strategy.

2. Practical Significance

It is expected that the results of this research benefit teachers, students, and prospective researchers.

- a) The result of this study is expected to be useful for the teachers and students to give an alternative way to overcome their problems in choosing the strategy in the teaching-learning process.
- b) The result of this study can be used to help to choose a good strategy in the teaching-learning process. So, students can become more active in their learning process.
- c) This research can be used as a reference for prospective researchers who want to investigate issues in online English teaching.