

CHAPTER I

INTRODUCTION

A. Background of the Study

In July 2020 the condition of the COVID-19 pandemic in Indonesia began to improve, which was marked by a decrease in cases increasing the number of patients in various regions. Therefore, the government through President Joko Widodo began to apply the term new normal to restore some sectors that were initially ineffective, one of which was the education sector. The transition between the COVID-19 pandemic condition and the new normal, of course, must prepare various things in the teaching and learning process at school. teachers are required to be ready to face the new normal era with all their strategies.

Data for August 2021 show that coronavirus cases in the world reached 198.982.642 points (*UPDATE Corona Dunia 2 Agustus: 198 Juta Kasus Covid-19, 2021*) and every day the spread of cases continued to grow. Various countries have also made policies to suppress the spread of the coronavirus, including Indonesia. As a world health authority, World Health Organization recommended that health protocols be implemented to anticipate the space of coronavirus. These rules include maintaining social distance, keeping physical distance, wearing masks, washing hands with soap, and not shaking hands with others.

In the education sector, Mr. Nadiem Anwar Makarim as the Minister of Education and Culture of the Republic of Indonesia issued a policy that all schools are allowed to conduct face-to-face learning with some policy. Students are required to study at school in 50% of the total number of students and have to apply the health protocols. Students in the education sector embraced this. Students will finally feel like attending the classroom after feeling like they have been on a very long holiday due to learning that can only be done online. But many habits must be re-applied to

adapt to the new environment for students and teachers. Consequently, schools must continue to carry out blended learning by holding two combinations between online and offline learning.

This situation makes teachers use effective strategies in choosing materials and think about students' interest in learning after distance learning. The situation of the pandemic is getting better and better. The government policy makes schools re-implementing offline learning using the blended-based learning method. Drisscoll (2002) defined blended learning as a combination of teaching strategies. Another research by Hrastinski (2019) said that due to the variety of conceptualizations, practically every kind of education that incorporates both face-to-face and online learning in some way is referred to as blended learning in the literature. One of the best options for enhancing the efficacy, efficiency, and appeal of interactions between teachers and students in a variety of learning processes is blended learning (Abroto et al., 2021). For this reason, students' condition has changed to the new condition that has to implement blended learning in their learning process. Based on Rachman et al., (2021) this situation has a more positive impact on the teaching-learning process such as challenging teachers in preparing the materials based on the blended learning method. Therefore, Blended learning is the method where mixes online and offline teaching by combining distance learning and face-to-face learning in conducting teaching-learning process.

Teachers have a vital role at school. Teachers in interactive teaching must be designers, programmers, diagnosticians, researchers, administrators, managers, innovators, educators, and student advisors (Yasin et al., 2021). For this reason, when teachers are in different conditions, even though they use the same material, the strategies applied must be different. The materials that apply to the learning process, have to adjust with the strategy that teachers use based on the situation of the learning process. This situation requires teachers to be able to innovate in their strategy for conducting blended learning. The learning material is still the same if it

uses online or offline, but the strategy of the teacher must improve from the online method only to the online and offline method.

Currently, the method of English teaching and learning activities after the pandemic at SMP N 2 Kartasura are using a blended learning system. The activities are different from a few months ago, at the time all the activities have changed from online to mixed online and offline activities. While the teachers and employees are back to work full time at school and the students are 50% required to come to the classroom with the health protocols such as they have to wear masks, wash hands and keep their distance. Most of the students and teachers at SMP N 2 Kartasura have to adapt to this new habit new habits. The new habits from online to return offline activities have a very significant impact on the learning process. Therefore, teachers must have strategies that are appropriate to the circumstances of students who have not yet recovered from online learning. According to observations when it comes to offline learning, students' interest in learning is frequently passive. Thus, the teacher's challenge is restore students' engagement in learning.

So, from this situation, the strategy of the teacher in the teaching-learning process is very important with references to the obstacles that exist during the process. The obstacles that exist in the implementation of strategy in the learning process are very diverse according to the conditions of student interest in the learning process in the face of learning with a new model which is constrained by the COVID-19 outbreak. The various problems that exist in the students above are used as research material by the researcher to find out more about teachers' strategy in teaching English classes after the pandemic COVID-19 at SMP Negeri 2 Kartasura.

Based on the need to innovate teaching strategies in new situations after the pandemic, the researcher made research with the title **"ENGLISH TEACHERS' STRATEGY IN CONDUCTING LESSON IN NEW NORMAL ERA AFTER PANDEMIC COVID-19 AT SMP N 2 KARTASURA"**

B. Research Questions

Based on explanation of the background of the study, the researcher formulates the research questions as follows:

1. What are the strategies that the teachers apply in the English learning classes after the COVID-19 pandemic at SMP N 2 Kartasura?
2. What are the challenges faced by the teachers in applying teaching strategy?
3. How do the teachers face the challenge in applying the teaching strategy that applied in English Learning?

C. Objectives of the Study

Based on the research question above, the research is conducted to:

1. identify the strategies of teaching in English learning classes after the COVID-19 pandemic at SMP N 2 Kartasura,
2. find out the challenges faced by the teachers in applying the teaching strategy.
3. describe the teachers face the challenges in applying the teaching strategy that applied in English Learning.

D. Benefit of the Study

1. Theoretical benefit

This research is expected to be helpful as a reference for developing English learning teaching in the future and being used as an illustration for research that studies the same case so that it can be helpful for further investigation.

2. Practical benefits

- a. For the English teachers

The researcher hopes that the results of this study can be used as reference material for others in implementing strategies in the learning method so that teachers can improve the English teaching and learning process to be more active, effective, and efficient even though the learning method.

- b. For the learners

The researcher hopes that from the teachers' strategy in teaching English learning appropriately, students are more enthusiastic in learning English and getting maximum results because they are in a comfortable and pleasant situation.