

CHAPTER I

INTRODUCTION

A. Background of the Study

Strategy is an important thing in the teaching and learning process. The teaching process carried out by the teacher also requires a careful plan so that the learning goal desired by the teacher and students is achieved, especially in learning English. Strategy is a careful plan of activities to achieve specific goals. A teacher must have a strategy in teaching; how to plan a teacher in teaching and learning activities in the classroom.

In teaching and learning activities in the classroom, a teacher must have a good and appropriate teaching strategy. Teaching strategies are techniques and methods applied by a teacher to support student learning. A teacher selects a teaching strategy that best fits the student's current level of knowledge, the concepts being studied, and the stage in the student's learning journey.

The teacher's implementation of the teaching strategy is by planning the process of learning activities, including choosing the method that will be used for teaching and the techniques used in the learning process in the classroom. Strategies that are prepared carefully and appropriately also require consideration of all existing aspects. Therefore, teachers must have ideas and teach innovations.

Especially during the COVID-19 transition period, where learning is carried out with limited face-to-face learning and accompanied by online learning, seeing the coronavirus which has hit the world for approximately 2 years. (Kementerian Pendidikan dan Kebudayaan, 2021) The regulations for the implementation of online learning and limited face-to-face learning are also based on the Joint Decree of 4 Ministers concerning Guidelines for the Implementation of Learning during the COVID-19 Pandemic. The learning system is currently undergoing changes where ideally learning is carried out face-to-face, now turning into distance learning and learning limited face-to-

face. The policy is implemented depending on the level of Community Activity Restrictions (PKKM) that have been set by the government and the vaccination achievements of educators, education staff, and the elderly.

The implementation of limited face-to-face learning is also carried out at SMPN 2 Kartasura, where the learning is carried out with some students carrying out limited face-to-face learning and some students carrying out online learning. The implementation of limited face-to-face learning is also reviewed directly by the government by following the health protocol, which has become a requirement for implementing limited face-to-face learning.

In implementing teaching strategies, teachers present methods and techniques that are in accordance with the abilities of their students, so that English learning runs smoothly and according to goals. The learning method is an operational or implementation step of the chosen learning strategy in achieving learning objectives. The accuracy of using a method will indicate the functioning of a learning strategy. While techniques are concrete ways that are used during the learning process, indirectly, teachers usually implement techniques in learning according to the methods they use.

In this transitional period, teachers also need many ideas and innovations to develop good and appropriate teaching strategies to be presented to their students by implementing methods and techniques. Students are also easier to learn from, especially when face-to-face learning is limited. Because students are used to doing online learning for 2 years and then having to carry out limited face-to-face learning, students should need to adapt again to the environment and face-to-face learning. The implementation of limited face-to-face learning is carried out by some students taking limited face-to-face learning whose time allocation is also limited, so after limited face-to-face learning, if students have not fully accepted the lessons given, they can also ask WhatsApp groups regarding limited face-to-face learning.

Based on previous research, information was obtained during the COVID-19 transition period in class IV A at MIN 2 Surabaya City. The learning system changed to online and face-to-face learning was limited. In this study, it conveyed the learning media used and how learning interactions between students and teachers when online and face-to-face learning were limited.

Learning in the transition period of the COVID-19 pandemic is certainly a challenge for teachers in preparing effective teaching strategies to deliver material. This teaching strategy cannot be done carelessly, which requires consideration before learning is carried out. The teachers of SMPN 2 Kartasura have presented appropriate methods and techniques after many considerations that the teacher has gone through. To see the effect of what has been presented by the teacher, the researcher took interviews from students regarding student responses to the teaching strategies used by English teachers. The researcher will conduct a study titled "Teaching Strategies in English Learning During the COVID-19 Transition Period at SMPN-2 Kartasura" based on the problem description above.

B. Problem Statements

Based on the background presented, several problems can be identified as follows:

1. How is the teacher's teaching strategy in learning English for class VII D at SMPN 2 Kartasura?
2. How do students respond to the teaching strategies used by teachers in learning English in class VII D at SMPN 2 Kartasura?

C. Objective of study

Based on the problems that the researcher formulated above, the objectives of this study include:

1. To describe how teaching strategy in learning English for class VII during the transition period of the COVID-19 pandemic at SMPN 2 Kartasura.
2. To find out the response to the teacher's teaching strategy in learning English at SMPN 2 Kartasura.

E. Benefits of the study

In this research, the researcher expects the research to provide the following benefits, both theoretically and practically:

1. Theoretical Benefits

Theoretically, this research is expected to be used as study material and reference in scientific development in the field of education regarding teacher teaching strategies in learning English at SMPN 2 Kartasura.

2. Practical Benefits

- a. For teachers, it can be an alternative solution to develop quality teaching strategies and make learning more effective, creative and innovative.
- b. For students, it can stimulate interest in participating in the learning process and make students more interested in being active and focused on understanding the material presented by the teacher.
- c. Researchers can contribute to developing teaching strategies so that they can develop from time to time according to the progress of the times.

D. Limitations of study

To limit the scope of the study, the researcher limits and focuses on the problems to be studied as follows:

In this study, researchers focused on how the teacher's teaching strategy in learning English for class VII D during the COVID-19 transition at SMPN 2

Kartasura, and student responses to the teacher's teaching strategy when learning English.