CHAPTER I

INTRODUCTION

1.1 Research Background

It is widely known that in language learning such as English, we need to master all four basic language skills which consist of reading, listening, speaking, and writing. However, in today's life, speaking comes up as essential skills to learn and master. It is because speaking skill is commonly used and highly required in performing tasks from various subjects beside other language skills. By mastering speaking skill, a learner could share information and communicate relatively easier since nowadays jobs require high mastery on speaking skills for their candidates (Marsakawati, 2016). Moreover, speaking skill forms specialization of each learner that will help them in the future. That is why speaking skills takes important roles in developing learners into productive and special individuals that will affect their achievements in the future and need to be concerned so this skill is well-developed by students by teachers.

In addition to Speaking, Writing is also an important skill that can be seen from performance. When learning to write, students use their background knowledge about English which include the vocabulary, grammar, spelling, punctuation, etc. All these are performed in the form of writing that are very much similar to speaking. Both skills require a productive process of producing the

language orally or using the writing system. (Artini, 2016). Almost all spoken can be written, except the prosodic features in speaking that must be represented by different writing systems including the punctuation. Furthermore, writing skills helps greatly the learners in contextual situations where they need to share and record information in form of text.

Both speaking and writing need proper strategies and their application for teaching which is from the side of a teacher and for learning which is come from the side of the learners. These two skills require the teacher to give special supervision, guidance, modelling, and feedback so that the students can progress with their skills in the two productive skills. It is because effective teaching does no only include the utilization of strategies and supporting media to maximize learners' acquisition but also improve the comprehension of the learning subject that related to their learning styles which involve the application, motivation, and obstacles (Sarode, 2018). This factor alone is already challenging to teachers especially in dealing with English as learning subject of foreign language.

However, Covid-19 pandemic comes with additional challenges to teachers to browse and apply strategies that are suitable to the current situation. And this compulsive change of environmental condition caused by Covid-19 forces teachers and students to switch their learning method from face-to-face learning into online learning. It is done to follow the issuance of the Letter from the Secretary General of the Ministry of Education and Culture No. 36603/A.A5/OT/2020 in order to keep Corona Virus Disease (COVID-19) from spreading any further by The Ministry of Education and Culture. So, schools of every level in Indonesia have been instructed to perform distance learning that is also known as online education or e-learning

(Dikti, 2020). Therefore, the switched method also demands teachers to choose suitable teaching strategies so teaching and learning process through online can be conducted effectively.

Online learning itself is a kind of distance learning that emphasize in using digital media technology of information and telecommunication. The example of online learning can be various such as by using video, audio recorder, digital pictures, CD, and others that has purpose as bridge to assist teachers and learners so they can perform and achieve better results. It concludes that online learning here refers to teaching and learning process that uses electronic device to help them perform the activities from faraway distance between each other (Michael Molinda, 2005). Regarding to upcoming challenge namely Covid-19 pandemic, online learning becomes the primary choice of schools from every degree to conduct their activity because of the power of online learning that can connect people regardless of their distance and the variety of online learning itself which provides lots of choice to support teachers and learners. It can be done by using digital applications such as Google Zoom, Messenger Chat, and Whatsapp group. But once again, everything has weaknesses in counter to the strengths existed and online learning is not an exception.

SMP 4 Singaraja is one of junior high school that is also affected by the Covid-19 pandemic. It is located in Sambangan Village, Buleleng regency. According to preliminary interview that has been done, English teachers of SMP 4 Singaraja have applied numbers of teaching strategies and they have also developed certain teaching strategies to teach English especially for productive skills during

this Covid-19 pandemic. It is caused by the nature of their students that is unfamiliar with online learning and it demands solution to intercept this problem.

Before the pandemic happens, this schools conduct it teaching and learning process in conventional way which is face-to-face activities. At first, it might look usual since almost every school perform this way before. However, during this Covid-19 pandemic learners are forced to conduct their learning through online and it ''shocks" learners that never perform this way before. And if teachers do not browse and be active in finding and developing teaching strategies, it will lead to students' lower mastery of productive skills compared to their usual conventional learning. Researcher also choose the teachers of SMP 4 Singaraja because their preference strategies beside existed strategies are tempting to analyze and might be useful as reference for other teachers that might be interested to apply those strategies.

This study aims to discover what strategies that teachers might use in teaching and learning process during this Covid-19 pandemic. This research also aims to the implementation of strategies that teachers of SMP 4 Singaraja have chosen before.

1.2 Identification of Problem

Researcher starts the analysis by identifying the main problems as the first step of conducting this research. Problem identification is the basic of every research that is performed. It is very essential to perform since identifying problem means that researchers know what to do. By doing it correctly, researcher will be able to formulate appropriate solution based on problem found. Usually, the problem that has been identified in the beginning part of research and also elaborate

the rationale or essence of particular study to be conducted (Pardede, 2018). However, is also known as the most difficult step to conduct every research. That is in relation of problem identification as the foundation of research. If researcher could not identify the problem, then the researcher will not be conducted well. According to the previous section, the problems are identified as follow.

Teachers might choose different approach of strategies to teach English especially during online classes due to Covid-19 that occurs. It is because all teachers have rights to create, improvise, or apply any strategy and supporting media that they think appropriate to improve their skills in conducting teaching and learning process (Iurea et al., 2011). In relation to previous statement, teachers might have different applications in performing their strategies

1.3 Research Limitation

This research restricts its work according to the problems identified in the previous section so this research will not stray far from initial intention to perform this study. In this section, researchers have the opportunity to write about the major problems of the research study. This not only gives the researchers the opportunity to demonstrate to peer reviewers their awareness of the study's problems, but it also allows them to write about how they addressed the problems of the particular study (Allen, 2017). Regarding to that, this research will specifically discuss about teaching strategies for students in junior high school regarding to the problems and discussion from the background above. this research is limited to identify teaching strategies used by English language instructors to teach English for specific purpose and reason of teachers in choosing specific strategies during Covid-19 pandemic that occur at SMP 4 Singaraja specifically. SMP 4 Singaraja is chosen because this

school is one of many schools that affected by Covid-19 pandemic and the teachers are heavily emphasized to perform suitable teaching strategies during their online teachings. The researcher finds that their students aren't familiar to study in online learning before which it will restrict their learning process after digging information through preliminary interview from teachers that are in charge there. In addition, the teachers in this school also have their own teaching strategies to apply in order to face teaching challenges during Covid-19 pandemic that is interesting to analyze.

1.4 Research Questions

Regarding to the previous explanation from the research background, there are two questions related to the studied subject namely:

(a) What are strategies used by English teachers in teaching Productive skills during this Covid-19 pandemic in SMP 4 Singaraja?

(b) How do the English teachers use the specific strategies in teaching Productive skills during this Covid-19 pandemic in SMP 4 Singaraja?

1.5 Research Objectives

Based on the previous statements of problem, we can determine two objectives of this research namely:

(a) To describe the strategies used by English teachers of junior high school in teaching Productive skills during this Covid-19 pandemic

(b) To describe the applications of English teachers' specific strategies in teaching Productive skills during this Covid-19 pandemic

1.6 Significances of the study

This part will divide research significances int o two main parts, those are theoretical significance and practical significance

1.6.1 Theoretical Significance

(a) This research will provide information regarding to teaching strategies used by English teachers in teaching productive skills through online learning during Covid-19 pandemic explicitly

(b) This research could be used as empirical knowledge in development of teaching strategies used by English teachers in teaching productive skills through online learning during this Covid-19 pandemic

1.6.2 Practical Significance

(a) For researcher

The researcher will expand his knowledge and deepen his comprehension regarding to teaching strategies that might be used by English teachers during Covid-19 pandemic specifically about teaching strategies for teaching productive skills through conducting this research

(b) For reader

The content of this research is expected to provide information and comprehension towards teaching strategies especially about teaching strategies for productive skills to the reader

(c) For next researcher

This research could be used as reference by other researches to perform any research with similar topic in the future