

CHAPTER I

INTRODUCTION

The researcher intends to include multiple sub-chapters in this initial chapter. There are five sub-chapters: the background of study, research questions, research objectives, research significance, and definitions of key terms. The subsections will be further discussed in the text that follows.

A. Background of Study

Coronavirus pandemic that has plagued all countries including Indonesia since the middle of 2020 has caused changes in social, economic, and educational activities. To anticipate the spread of the virus Covid-19, various ways have been implemented by the government, such as self-isolate, maintain distance, wear masks, wash hands with soap, large-scale social restrictions, to carry out regional lockdown or quarantine, conditions where people are asked to be able to work, pray, and study from home. Due to these circumstances, the Minister of Education and Culture of the Republic of Indonesia published Circular Letter No. 4 of 2020 on March 24, 2020, regarding the implementation of educational policies during the Covid-19 emergency period.

The government's requirement that all learning in schools be done through online learning. This policy made many changes in the world of education, especially the teaching and learning process which was initially carried out through

face-to-face activities, turned into online meetings with the help of applications or social media. According to Munir (2009), online learning occurs when learning activities are carried out online through intermediaries' computers, smartphones, and the internet rather than face-to-face between teachers and pupils.

These conditions make it difficult for teachers to manage distance learning and tend to focus on completing the curriculum and reducing learning time, so it is not possible for teachers to fulfill teaching hours. The teachers also have difficulty communicating with parents as intermediaries between students and teachers at home. Students' motivation in learning is also lowered as a result of this condition, and they are less active during online learning. This is a challenge for teachers to find and develop innovative strategies to deal with such changing conditions, and the teachers have to raise the enthusiasm of students to study that has been implied in Qur'an surah al-Mujadalah verse 11:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا
يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

Based on the verse above, people who seek knowledge will be elevated in rank, therefore a person must always be enthusiastic and active in seeking knowledge and always feel thirsty for knowledge. In this case, the teacher plays an important role and is required to be resourceful in selecting content that will pique students' interest as a result, teachers must have procedures in place to aid in the learning process. Learning practices that make learning easier, faster, more fun,

more self-directed, more successful, and easier to transfer to new contexts (Vanniarajan, 1990).

The right strategy at the right time will make distance learning effective and keep students active. The suitability between the strategy and the material has an impact on the results and the responses shown by students during the learning interaction. During the researcher did teaching practice II at MTs Negeri 1 Banjarmasin for more than a month, the researcher saw that the English teacher used various strategies in different classes during teaching and learning. With this consideration, the researcher interested in doing research at MTs Negeri 1 Banjarmasin to find the suitable strategies in maintaining activeness during English learning classes.

Several related studies have been conducted about how teachers' strategy to maintain students' activeness during online class. The first study is from Yani (2016), she got the result in her research entitled *An Analysis of Teachers' Teaching Strategies and Students' Different Learning Styles in English Teaching-Learning Process* that some tactics were employed by the teachers to address the variances in kids' learning styles. The tactics were developed with the character of the students in mind, as well as the learning objectives that the students would achieve and the characteristics of the learning material.

The second study is from Utami (2020), in her research entitled *An Analysis of Teachers' Strategies on English E-Learning Classes During Covid-19*

Pandemic. As a result, teachers employ various tactics in order to attain learning objectives because the expected skill output for various talents in studying English is diverse.

Last, the research from Yandi (2021), in his research entitled Teachers' Strategies in Increasing Students' Motivation in On-Line English Learning at MTs. Negeri 6 Tanah Datar, demonstrated that English professors employed a variety of tactics to motivate students to study English online, including video materials, taking students' assignments at any time, providing brief and dense material, employing learning games, giving praise/reward, and analyzing the learning process.

According to the aforementioned statement, the researcher is interested in examining how teachers' strategy to maintain students' activeness during online class which will be explained in research entitled **“Strategies of EFL Teachers in Maintaining Activeness at Online English Classes in The Pandemic Era”**.

B. Research Questions

Based on the background above the research question in this research are:

1. What strategies used by teachers to maintain activeness in English courses during the pandemic era?
2. Which is the most appropriate strategy used by teacher to maintain activeness in English courses during the pandemic era?

C. Objectives of Study

Based on the research question above, the objective of study in this research are:

1. To describe the strategies used by the teachers to maintain activeness in English courses during the pandemic era.
2. To find out the most appropriate strategy used by the teachers to maintain activeness in English courses during the pandemic era.

D. Significance of Study

The results of this research are expected to have benefits as follow:

1. By knowing the strategies used by teacher to maintain activeness in English course during pandemic era, it is expected to be useful to give information and explanation for the readers and know how to preserve students' activeness.
2. By knowing the most appropriate strategy used by the teachers to maintain activeness in English courses the during pandemic era, it is expected that the teachers can use the strategy to keep students' motivation and activeness during English courses in an online class.

E. Definition of Key Terms

To avoid misunderstanding toward the title, the researcher needs to be explained several key terms:

1. Learning Strategy

Learning strategy is a combination of several series of activities, how to organize student subject matter, materials, equipment and time used for the learning process in achieving the learning objectives.

2. English as Foreign Language

The study of English by non-native speakers in places where English is not the main language is referred to as English as a Foreign Language (EFL).

3. Learning Activeness

Learning activeness is related to the ways and efforts of techniques or strategies used for all learning components that are organized to achieve learning objectives.

4. Online Learning

Online learning is an educational system that uses information technology as a teaching and learning medium that may be implemented without the need for face-to-face meetings.