# **CHAPTER I**

# **INTRODUCTION**

 This introductory chapter provides the background of the study, the reasons for choosing the topic, the research questions, the study's objectives, the study's scope, the significance of the study, the research methodology, and the definition of terms.

## **Background of the Study**

The *Coronavirus Diseases* 2019 (Covid-19) pandemic significantly impacts almost every aspect of people's lives, including education. Every learning in schools starting in 2020 does not usually happen, so teachers and tutors or educators must have creativity in the learning system. As educators who are generation Z, and according to Subandowo (2017), generation Z are born above 1995. The article Universitas Sanata Dharma (2020) explains that at this time, they are required to have an ecosystem of willingness to learn, contextual experiences, and passion.

Communication is an essential part of everyday life that influences human behaviour. Crissey (2009) explains that communication is the exchange of messages, thoughts, feelings, and information from one person to another. She also adds that it is a process of expressing an idea, and one person has to receive and understand it. Along the same line, Rai (2010) claims that the method of communication will succeed when the receiver understands an idea as the sender intended it. As a result, the communication process makes people interact and help bridge the gap between people who have a misunderstanding.

Nowadays, communication effectiveness is needed in our social world to build relationships. Communication skills are an essential aspect of a successful future career as the ability to communicate well with other people (McPheat,2010). Therefore, the ability to create and sustain our social world depends on how well we share. For example, if students have good communication skills, they will get some

benefits. They have a good understanding, but they can also maintain relationships in social interaction and get a good job. Furthermore, the process of communication skills is a necessary part of the effective way to support our career in a competitive world.

Therefore, communication is not always successful, especially in the teaching-learning process. In line with Rai (2010), some errors in the communication system may prevent the message from reaching. These barriers can become quite complicated and cause information gaps leading to problems in its working. So, most students do not have sufficient ability for proficiency in English communication skills during studying in high school because they get some barriers to communication with other people.

Consequently, English teachers should emphasize and develop students' communication skills in learning English. The way to speak and the students can apply the language for communication. It is in line with Downing, Hanreddy, and Hardin's (2015) suggestion that the English teacher has to play an essential role as a responsibility to help students improve their communication skills. In addition, the teachers must involve a strategy in developing students' communication skills. Brown and Yule (1999) explain that the teachers' strategies are essential to attain the lesson objectives, which affect the sign of successful language learning. As a result, teachers' strategies are important to develop student's communication skills and make students speak English in the teaching-learning classroom.

 Several previous studies related to this study are in line with this topic. One of them comes from Sampath and Zalipour (2009), who focused on discussing effective teaching strategies for learners of Business English communication learners. This study used a case study design using observation. The participants of this study were lecturers in one of Malaysia's universities. The best method is to use authentic materials for teaching and learning Business English Communication by implementing information and communication technology (ICT) as teaching and learning tools. Each teacher enjoys trying out the different approaches, adding variety to lessons, and discovering the most effective methods of instruction.

 Fitri, Hermansyah, Pratiwi, and Aswadijaya (2021) conducted another research focused on the teacher's strategy in implementing learning during the Covid-19 pandemic, namely distance learning (PJJ). This study used a descriptive qualitative approach. The participants of this study were class VII-B English teachers and grade VII-B students. The result showed that the teacher used an expository strategy that emphasized the teaching-learning process to achieve learning objectives. The teacher used virtual media to support the teaching process and used two learning methods: the assignment method through the google classroom application and question and answer through Zoom Meeting and WhatsApp Group.

 In addition, Haggarty and Postlethwaite (2002) conducted research focused on strategies for improving communication between teachers and school students about learning using qualitative design. The participants of this research were a collaborative project between a group of teachers in a secondary school and two university lecturers in Milton. It showed how university and school staff could collaborate, and some identify the complexities involved for schools and teachers as they try to improve practice.

 Based on the results of previous studies, most of them analyzed the teachers' strategies to improve student's communication skills in normal situations. The first previous study above focuses on teachers' methods of teaching speaking. The second previous study focuses on the teacher's strategy in implementing learning during the Covid-19 pandemic, namely distance learning (PJJ). The third previous study focuses on strategies for improving communication between teachers and school students. Therefore, the study needs the following research in different focus. Hence, this study concentrates on teachers' strategies for developing students' communication skills during the pandemic situation in senior high school.

## **The Reasons for Choosing the Topic**

Based on the background of the research above, this study chooses the topic based on the following reasons:

1. Communication skills are one of the essential aspects of human communication. It makes people effectively talk to deliver the message.
2. Communication skills help the students to have a successful future career as the ability to communicate well with other people.
3. English teachers should have a strategy to overcome students' communication difficulties to develop communication skills.

## **The Research Questions**

This research conducted to find the answer to the following questions:

1. What kind of strategies are used by the teachers in developing students' English communication skills during a pandemic?
2. How do the teachers implement strategies to develop students' communication skills in English during the pandemic situation?

## **The Objectives of the Study**

Based on the problem mentioned, this research has the following aims of the study as follow:

1. To figure out the teachers' strategies for developing students' English communication skills during a pandemic.
2. To figure out how the teachers implement strategies to develop students' communication skills in English during the pandemic.

## **The Scope of the Study**

This study delimited teachers' strategies for developing students' communication skills in English during a pandemic. It focuses on the effectiveness of verbal communication depending on a person's skills in the English language, including a rich vocabulary, command of a variety of sentence structures, clarity in thinking, and so on. This study was conducted in one of the senior high schools in Garut. It took two English teachers, the interviewed participants, to gain the data information on teachers' strategies in developing students' communication skills during the pandemic.

## **The Significance of the Study**

This research is expected to give the following contributions:

1. Theoretically, this study is expected to add to the existing literature source and provide information about teachers' strategies for developing students' communication skills in English during a pandemic. Therefore, it can be a supplementary reference for teachers and education practitioners.
2. Practically, it is expected to contribute and clearly understand teachers' strategies. It is also likely to help teachers improve the students in communication skills. This study may also be helpful to provide an additional foundation for English teachers to apply the strategies in developing students' communication skills during the pandemic.

## **The definitions of Terms**

1. Teacher strategy is the teachers' plan to achieve a planned goal in the teaching-learning process. In other words, teacher strategies are approaches to applying the strategy to balance the teacher's method and how the teacher uses the material (Ollington,2008).
2. Strategies are specific methods of approaching a problem or task, operating modes for achieving a particular end, and planned designs for controlling and manipulating certain information. It concerned how people would complete the aims (Brown,2002).
3. Communication skills are a tool that we usually use to remove the barriers to effective communication as the art and process of creating and sharing ideas. It can be the ability to interact effectively with other people (Burton & Dimbleby,2002).