CHAPTER I
INTRODUCTION

In this section, the author will explain the introduction which consists of the context of the research, focus of the research, objective research, significance of research, definition of key terms, and the previous study.

A. Research Context

The role of the tutor is very important in teaching and educating for the lives of their members so as not to break their future. A good tutor will always pay attention and give the best example not only in words but also the actions. What tutors do should not conflict with religious law, especially for Moslems. Teaching students must follow the Al-Qur'an and Al-Hadith starting from socializing at home to socializing with fellow human beings at school and in the community. A good teacher must also have sufficient knowledge about religion and general knowledge to improve faith and worship. This is stated in Surah An-Najma verses 5-10.

عَلَّمَهٗ شَدِيْدُ الْقُوٰىٌۙ ذُوْ مِرَّةٍۗ فَاسْتَوٰىٌۙ وَهُوَ بِالْاُفُقِ الْاَعْلٰىٌۗ ثُمَّ دَنَا فَتَدَلّٰىٌۙ فَكَانَ قَابَ قَوْسَيْنِ اَوْ اَدْنٰىٌۚ فَاَوْحٰى الٰى عَبْدِهٖ مَآ اَوْحٰىٌۗ

Means: This was taught to us by (Gabriel) who is very strong, and has a smart mind; and (Gabriel) reveals itself in a real way, while he was on a high horizon, then he gets closer, then he approached, and grew closer again, so he was close (to prophet Muhammad within a distance of) two arrowheads or closer (again), then he conveyed to his servant (Muhammad) what Allah had revealed.[1]

As already mentioned by the Al-Qur'an verse about, the competencies that must be owned by the tutors according to the Al-Qur'an Surah An-Najma verses

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[1] Departemen Agama, Al-Qur'an Indonesia, An Najm (53): 5-10.

5-10 are having pedagogic competence, professional competence, personality competence and social competence, as well as having a personality as exemplified by the Prophet Muhammad SAW. The hadith related to the obligation of tutors to motivate their members is narrated by Abu Musa:

عَنْ أَبِي مُوسَى قَالَ كَانَ رَسُولُ اللهِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمْ قَالَ: (إِذَا بَعَثَ اَحَدًا مِنْ اَصْحَابِهِ فِى بَعْضِ اَمْرِهِ قَالَ بَشِّرُوا وَلاَ تُنَفِّرُوا وَيَسِّرُوا وَلاَ تُعَسِّرُو) متفق علي

From Abu Musa AS. Said, when the prophet Muhammad SAW sent one of his friends to carry out some of his orders, "You give good news and don't create feelings of antipathy, be easy and don't make things difficult. From the hadith narrated by Abu Musa above, it's clear that an educator must have the principles of motivation and make it easier and not make things difficult for students in the education and learning process. This is done to increase the learning enthusiasm of students. Motivation can be done by giving grades, giving praises, and others.[2]

The tutors are people who teach (guide) to someone or a small number of members in their lesson. In general, tutorial tasks include teaching, educating, guiding, practicing, directing, and so on. The role of the tutors is in line with the duties that the tutor itself. By getting to know each student, showing a pleasant interaction, mastering teaching methods and techniques, maintaining the classroom atmosphere, and treating a student according to their abilities. That's where the role of the tutor can motivate the students to learn.[3]

Teaching and learning interaction are an activity that are interactive from various components to realize the achievement of learning objectives that have been set in the lesson plan. Learning in general can be interpreted as a process of changing behavior due to individual

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[2] https://islami.com.kewajiban-seorang-guru-menurut-Rasulullah, accessed on 6 September 2023 at 5.41 PM.
[3] Deoferdan, *Peran Tutor dalam Memotivasi Belajar Client Regular*, (Surabaya), 4.

interaction with the environment. The process of changing this behavior does not happen by itself, but some are deliberately planned and some happen automatically because of the maturity process. This process is a mental activity or psychic that takes place in active interaction with the environment which results in relatively constant and lasting changes. Meanwhile, he argues that learning is building social cooperation in defining knowledge and other things that occur through the development of opportunities social. social cooperation in defining knowledge and other things that occur through the development of opportunities socially. This view will be known as a dialectical reciprocal relationship. The relationship is not unilateral in that the teacher is the only object students can learn as the place of learning means that there are times when the teacher dominates the interaction process. Among members dominates the interaction process sometimes both tutor and members interact in a balanced way.[4] A tutor should adapt to existing materials and curriculum while the student learns and listens carefully to whatever a tutor will explain during a good and correct lesson material. However, be aware that each online course and offline course still pays according to the price of a specified duration.

Telecommunications technology changes the location of learning from the classroom to a place where students can learn, they can access the internet to study content or topics of telecommunications technology, especially learning through virtual that can be accessed and applied regardless of age, distance, location, or characteristics of students. The telecommunications technology that drives the evolution of learning locations no longer only takes place at school and in class, learning can occur anywhere as long as there are teaching materials and students feel comfortable with the place of learning, learning can be done at home in internet cafes on the street, etc. The influence of the learning paradigm on the learning paradigm has been

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[4] Etin Solihatin, *Teaching Strategies*, (Jakarta: PT. Bumi Aksara, 2014), 3-7.

seen for a long time. This is marked by the existence of independent learning methods, then independent learning developed into an open learning system followed by the emergence of the distance learning process, the shift in learning has an impact on the presentation of printed teaching materials starting from the emergence of picture books written by us so that printed teaching materials for independent learning such as learning packages and modules.[5] There are several teaching media. They are still images, audio recordings, film, television, simulations and models of real objects, and programmed and computer-assisted instruction programs. Western films, tape recorders, radio, television computers assisted instruction programs. Western films, tape recorders, radio, television, computers, and other means are very helpful in achieving the guiding objectives of teaching and helpful and practical in teaching is the Zoom application which can be accessed anywhere and anytime.[6]

In this era there are many online course institutes, that offer regular classes and private classes. A regular class is an online class consisting of one tutor and 5-9 members, duration time start two weeks to six months, intensive learning, and the class is more exciting and more friends there are. While a private class is an online class consisting of a tutor and a member duration time starts from two weeks to twelve months, super intensive learning, and the class is more focused because it's directed at one person, both of them are used Zoom meeting application for teaching and learning process.

Jago Bahasa is an online foreign language course built by the Language Center team in Pare Kediri. The aim is to help friends who want to learn English but are constrained by distance and time. Jago Bahasa has two class sections, namely regular class and private class. Each class has two programs. The first is TOEFL or IELTS (intensive preparation program for TOEFL or

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[5]Dewi Sarma Prawiradilaga, Intructional Desain Principles, (Jakarta: Kencana Prenada Media Group, 2007), 7-8.
[6] Gerlach, dkk, *Teaching and Media, a Systematic Approach (*New Jersey: Prentice Hall, Inc, 1982)

IELTS, equipped with tips and tricks, as well as test simulations to achieve optimal scores), and the second is English for Kids (a special program for children aged 6 to 14 years old to know and become proficient in English from an early age).

TOEFL/IELTS is an intensive study program for anyone who wants to prepare for the TOEFL or IELTS test with a high target score. TOEFL/IELTS learning uses superior Jago Bahasa methods guided by tutors with at least 3 years of experiences, and certification with a TOEFL score of more than 570^{++} and an IELTS 6 band score. The learning facilities of TOEFL/IELTS are an intensive English class from Monday to Friday via Zoom Meeting and Google Meeting application, a small class concept (five to nine people), an English learning module is complete, a member area (there many videos or e-book lessons and continue to be improved following developments in the English language), free alumni classes in every week, discussion group on Telegram (24 hours), free consultation forever, certificate of English fluently (can be used to register *BUMN, CPNS*, University, and so on). The price starts from one million six hundred thousand, the duration of three months with three sections, section 1 listening comprehension, section 2 structure written expression, and section 3 reading comprehension.

English for Kids (EFK) is an online English learning program specifically designed for children to know and become proficient in English from an early age using fun methods to encourage active speaking practice with peers and tutors. The facilities are small class concepts (5-9 people), certified and experienced tutors, intensive class from Monday to Friday for 60 minutes every meeting, weekly examination, free placement test 500^{++} learning videos/e-books, access proved success, and free alumni classes for all members. The duration and price, 2 weeks (three hundred twenty-five thousand), a month (six hundred forty-nine thousand), 2 months (a million ninety thousand), 3 months (one million four hundred ninety-nine thousand), 4 months

(one million nine hundred twenty-nine thousand), 5 months (two million one hundred eighty-five thousand), 6 months (two million six hundred thousand). The longer the time taken, the deeper the material obtained and the higher the level achieved. The level selections are Pre-Basic (20% in English, 80% in Indonesia), Basic (30% in English, 70% in Indonesia), Intermediate (50% in English, 50% in Indonesia), Pre-Advanced (70% in English, 30% in Indonesia), Advanced 90-100% in English (special for alumni).

The researcher found this research based on the teaching strategies of online course tutors who teach their members in a regular class at Jago Bahasa Kediri. The tutors explain the materials in the meeting that will be learned by their members. They use several ways to teach their members will be good and interactive for teaching-learning process. For example when the tutors begin every meeting the tutors always remind their members to pray according to their respective beliefs and convictions, if the class is the English for Kids the tutors present the materials which are full of pictures containing some English vocabulary so that the members want to learn it, the tutors mix between Indonesia and English when they teach so that the members are used to hear some vocabularies. Not only that, the researcher found that tutors always ask some questions to their members one by one according to the topic discussion that day by correlating it with daily activities so that the class is not monotonous on just one material object. Generally, the difficulty of online teaching does not lie in the learning materials but rather in the way and strategy of leading the members.

The researcher found that those who became English tutor in regular class at Jago Bahasa taught their members by playing while at the same time learning. Such as when the members played with an object, they would be guided to learn the English language from the object; for example, they read a slide PPT of material or an e-book. Tutors will tell and repeat the English

language from PPT and e-book until their members understand them. Some tutors teach their members to do exercises in English to make members understand the material being taught better. In addition, some tutors give homework and in the next meeting, the tutor ask about that to make online Zoom meeting easier and the same time know what their members are doing.

Based on the description above, the researcher wants to examine whether there is a relationship between members who collect teaching strategies of students final score or student achievements. A previous research about teaching strategies already done by Anggi Yanita Octaviani as her journal by the title "*The Use of Zoom Cloud Meeting for Teaching English Grammar in an Online Class*" she concluded that there is use between Zoom cloud meeting and in an online class.[7] The use of the previous study with this research both of research same in study about Zoom meeting online course but the different is the previous study analyzing about the use of teaching English grammar. While, this research would analyze about the tutor teaching strategies. Another research about the teaching strategies has already done by Fitri Pangestu Noer Anggrainy as her thesis by the title "*Teacher Strategies in Online Learning to Foster Students Reading Motivation at MAN 2 Batam*". She concluded that there is a lot of evidence that teacher strategies analytical exposition texts improve and measures reading motivation.[8] The online learning of the previous study with this research both of research same in study about teacher strategies but the different is the previous study analyzing about the online learning to foster student reading motivation. While, this research would analyze about the online course in regular class.

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[7]Anggi Yanita Octaviani, The Use of Zoom Cloud Meeting for Teaching English Grammar in an online class, (Universitas Negeri Surabaya, 2021).

[8]Fitri Pangestu Noer Anggrainy, Teacher strategies in online learning to foster students reading motivation at MAN 2 Batam, (UIN Maulana Malik Ibrahim, 2021).

In short, in my research include all materials, not just one such as grammar, reading, speaking, listening, writing, and listening. Meanwhile, in previous study only focus on one such as Anggi Yanita Octaviani focused on grammar and Fitri Pangestu Noer Anggrainy focused on reading.

Based on the phenomenon above, the researcher wants to conduct a study and find out about the tutor teaching strategies on Zoom meeting online course of a regular class at Jago Bahasa Kediri, because this topic is interesting to study to add the vision for tutors that want to teach their members.

B. Research Focus

A research objective is a statement of intent used in research that specifies goals that the investigator plans to achieve in a study.[9] A research objective could be defined as solving a problem and formulating a statement. It means that the research objective answers the research focus that the researcher has formulated. They are:

1. What are the tutors' teaching strategies on Zoom meeting online course of a regular class at Jago Bahasa Kediri?

2. How the tutor applying the teaching strategies on Zoom meeting online course of regular class at Jago Bahasa Kediri?

3. What are the obstacles of teaching on Zoom meeting online course of regular class at Jago Bahasa Kediri?

C. Research Objective

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[9]John W Creswell, Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, (Boston: Pearson, 2012), 59.

Research objectives are specific goals that the researcher wants to achieve in a study.[10] It means that every effort made by the researcher must have a purpose. Based on the focus of the researcher, the researcher has the following objectives for this study:

1. To know the tutors' teaching strategies on Zoom meeting online course of a regular class at Jago Bahasa Kediri.

2. To describe how the tutor applies the teaching strategies on Zoom meeting online course of a regular class at Jago Bahasa Kediri.

3. To describe the obstacles of teaching on Zoom meeting online course of regular class at Jago Bahasa Kediri.

D. Research Significance

1. Theoretically Significance

The result of this research is to learn about the strategies of English tutors to teach their members of regular classes at Jago Bahasa Kediri.

2. Practical Significance

The researcher will get some profits from this study. It can increase the researcher's knowledge and information about what makes students interested in learning English through the Zoom platform in regular classes at Jago Bahasa.

Theoretically and practically this research is expected to give some benefits to some elements as follows:

a. For Reader

This research would give an explanation to the reader about the strategy of the tutor in Zoom meeting online course of regular class.

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[10]Ibid, 111.

b. For Tutor

This research would be expected to be reviewed by an English tutor; therefore, the tutor can fix and optimize the best strategy on Zoom meeting online course of regular class.

c. For Members

This research can give the members knowledge about the strategies for presenting material through the Zoom platform in regular classes.

d. For Researcher

As prospective tutors, the results of this research will be one of experience and knowledge about how the role played and the difficulty for tutors in guiding members, especially these strategies in presenting the material to her members.

e. For Further Researcher

This research may become a guide or reference for the next researchers who have the desire to conduct research dealing with the strategies in presenting material through the Zoom platform.

E. Definition of Key Terms

The definition of key terms is needed to avoid the differences in understanding or unclearly meaning. The terms that are needed to explain are terms that are concerned with the main concepts in a thesis.[11]

From this definition, the researcher wants to discuss understanding that states the information such as:

1. Tutor's teaching strategies

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[11] John. W Creswell, Educational Research, (Boston: Pearson Education, 2012), 82.

The strategy of a tutor is a plan intended for a tutor to achieve a certain purpose, and the strategy is planning something by the tutor itself.

2. Members

Members are the object that will be taught, how the members can understand with the knowledge, improve their skills, and get the result from tutor teaching.

F. Previous Study

In this part, the previous study is the important thing to describe and differentiate between this research and other research. The following are relevant previous studies written by other researchers that explain the similarities and differences. The researcher found the study written by Andi Julian, Oikurema Purwati, and Syafi'ul Anam entitle "Teaching Strategies Used by Teacher in Online Teaching: Post Pandemic Suggested Method".[12] In that research reviews online teaching, student perception, and teaching method to understanding why tutors become involved in their members, the researcher can found out the construction of the tutor role is based on several experts that have explained about it. Besides that, the object of the research is to focus on the young learner (members). The researcher does observation to collect the data. The findings of the study show major constructs believed to be central to tutor's basic involvement decisions, such as tutor role instruction, tutors' sense of efficacy in helping their members succeed in online classrooms, and general invitations for involvement. The similarities between my thesis and this journal is focuses on how to teach the students or members in presenting some materials of teaching strategies and this journal uses qualitative research methods, especially the researchers used case study as the research design. therefor the method used to find the data are observation, interviews, and documentation, and the difference with this journal is focuses on the use of media in the classroom of English teachers by WhatsApp group only. This thesis focuses on the use of media in the classroom of English tutor strategies through Telegram and Zoom meetings in regular classes at Jago Bahasa.

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[12]Andi Julian, Oikurema Purwati, and Syafi'ul Anam, "Teaching Strategies Used by Teacher in Online Teaching: Post Pandemic Suggested Method", Journal 9 no.1 (2022): 23.

Another previous study conducted by Refki Rahmad entitled "Student Teachers' Strategies in Teaching English Online during Covid-19 Pandemic".[13] In that research, the researcher was found some strategies for teaching English online during the Covid-19 pandemic, the researcher found seven strategies to improve English ability in all aspects. Besides that, the research is the result of the implementation of community service activities carried out during the Covid-19 pandemic by using Zoom application. The researcher conducted the design of this research using descriptive qualitative research. He does observation to collect the data from the participants in order to answer the question concerning the status of the subject of the study. The findings of the research about student teachers' strategies in teaching English online during the Covid-19 pandemic. The similarities between Refki Rahmad's thesis and his research is focused on teachers' strategies for their student education and their research use qualitative research, therefore, the method used to find the data are observation, and also the similar between the third previous study from this thesis is focus on teaching strategies for using Zoom platform as a media, and can find the strategies to improve English ability in all aspects. The differences between Refki Rahmad's thesis and his thesis focus on some students in two schools and one university of teaching strategies from the teacher, while this thesis focuses on the English tutor's strategies for their own members at Jago Bahasa.

Another research is by Anggi Yanita Octaviani entitled "The Use of Zoom Cloud Meeting for Teaching English Grammar in an Online Class".[14] The research design of this study took a more qualitative design. The outcome of the research showed three points from this study. The first is the application of the use of zoom that has been captured from the observation results.

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[13] Refki Rahmad, "Student Teachers' Strategies in Teaching English Online during Covid-19 Pandemic", (Thesis, UIN Madmud Yunus Batusangkar, Tanah Datar Sumatera Barat, 2021), 37.

[14] Anggi Yanita Octaviani "The Use of Zoom Cloud Meeting for Teaching English Grammar in an Online Class", e-journal 9 no.2 (2021): 23.

The second is the tutor's obstacles in using Zoom obtained from the interview results, and the third is the solution to the obstacles of using Zoom obtained from the interview results. The similarities are focused on the media that we used especially Zoom meetings to conduct an online classroom and how to teach in English. The differences between my research and Anggi Yanita Octaviani's journal are focuses on the students in a school while this thesis focuses on the members in regular class, and this journal focuses on a teacher teaching English grammar in an online class while my thesis focuses on tutor teaching English strategies in online course.

The researcher also found the other study written by Fitri Pangestu Noer Anggrainy conducted a research entitled "Teacher Strategies in Online Learning to Foster Students Reading Motivation at MAN 2 Batam" The researcher has chosen a descriptive qualitative research design method with a classroom observation approach. The result of her research concludes that the teacher of MAN 2 Batam applied synchronous online meetings through Google meet and WhatsApp groups to share any meaningful information about the learning process and the virtual meeting link. The similarity with this study focuses on the teacher or tutor teaching strategies in an online meeting. The differences are media that we used, the teacher of MAN 2 Batam used Google Meeting and WhatsApp application to share the materials and some information with their students, but at Jago Bahasa Kediri are used Zoom Meeting and Telegram application to share the materials and some information with their members, her study also focus on reading.[15]

Dirgayanti Indah Fernandez also conducted a research entitled "An Analysis of Teaching Strategies in English through Online Classes during Pandemic Covid-19 at UPT SMA Negeri 4 Parepare". She found out the strategies used by the English teacher in teaching English

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[15]Fitri Pangestu Noer Anggrainy, "Teacher Strategies in Online Learning to Foster Students Reading Motivation at MAN 2 Batam", (Thesis, UIN Maulana Malik Ibrahim, Malang, 2021), 43.

through online classes during the pandemic covid-19 since this study is aimed to describe the qualities of teachers who teach English and teachers' strategies in teaching students to learn English through an online class. It's also aimed to describe the findings of the teacher using strategy in learning English during the pandemic at the second-grade student of UPT SMA Negeri 4 Parepare. The design of the study is qualitative research. Qualitative research is descriptive which means the data is display in word form rather than a number. The similar of this research focuses on the teaching strategies in learning English through online classes. The difference of this study focuses on the location in UPT SMA Negeri 4 Parepare while my thesis was conducted at Jago Bahasa Kediri.[16]

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[16] Dirgayanti Indah Fernandez, "An Analysis Teaching Strategies in English through Online Classes during Pandemic Covid-19 at UPT SMA Negeri 4 Parepare", (Thesis, IAIN Parepare, Sulawesi Selatan, 2021), 32.