AN ANALYSIS OF TEACHER'S STRATEGIES ON ENGLISH LEARNING DURING PANDEMIC

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Abstract

At the end of 2019, the world was shocked by the Covid-19 virus in Wuhan, China. This situation requires teaching and learning activities to be carried out at home online. This study was conducted with the aim of describing the strategies teachers used in teaching English during the pandemic. This study used descriptive qualitative method. Data was collected using observation, interview, and documentation techniques. To maintain the validity of the data, data triangulation is carried out. From the results of the study it can be found that: (1) Teachers tend to use WhatsApp and Youtube applications, for speaking skills the teacher uses discussion strategies. Meanwhile, for writing skills the teacher uses 3 strategies, namely planning, drafting, and editing. Meanwhile, for listening skills the teacher uses several strategies such as listening to the song, writing the lyrics, and matching the lyrics. (2) The strategies used by teachers during teaching during the pandemic are very helpful for teachers in teaching and learning activities to achieve learning objectives.

Keyword: teacher strategies, english teaching, e-learning

Abstrak

Di penghujung tahun 2019, dunia dihebohkan dengan adanya virus Covid-19 di Wuhan, China. Situasi ini mengharuskan kegiatan belajar mengajar dilakukan di rumah. Penelitian ini dilakukan dengan tujuan untuk mendeskripsikan strategi yang digunakan guru dalam mengajar bahasa Inggris di masa pandemi. Penelitian ini menggunakan metode deskriptif kualitatif. Pengumpulan data dilakukan dengan teknik observasi, wawancara, dan dokumentasi. Untuk menjaga keabsahan data dilakukan triangulasi data. Dari hasil penelitian dapat ditemukan bahwa: (1) Guru cenderung menggunakan aplikasi WhatsApp dan Youtube, untuk keterampilan berbicara guru menggunakan diskusi strategi. Sedangkan, untuk keterampilan menulis guru menggunakan 3 strategi yaitu planning, drafting, dan editing. Sementara, untuk mempelajari mendengarkan guru menggunakan beberapa strategi seperti mendengarkan lagu, menulis lirik, dan mencocokkan lirik. (2) Strategi-strategi yang digunakan guru selama mengajar dimasa pandemi sangat membantu guru dalam kegiatan belajar mengajar untuk mencapai tujuan pembelajaran.

Kata kunci: strategi guru, pembelajaran bahasa Inggris, e-learning

INTRODUCTION

Learning English has been used as a strategic tool for human resource development in this world. The education system in Indonesia requires junior high and high school students to pass English lessons as one of the graduation requirements. This means that learning English as a foreign language is very important, especially in the world of

education. This is also based on the explanation from Balan (2011) which states the importance of English as an international language where education and culture are exchanged at all levels.

The teaching strategy is a method used by teachers in learning to help students learn the content of the desired subjects so that learning objectives can be achieved. Wina Senjaya (2008). In a learning strategy there is a meaning of planning. Learning strategy can be interpreted as planning which contains a series of activities designed to a chieve certain educational goals.

Since the end of 2019, the world has been shocked by the corona virus or COVID-19. In Indonesia, positive cases continue to increase. As of Thursday (31/12/2020) positive cases of Covid-19 had reached 743,198 people, with 22,138 dead and 611,097 patients recovering (CNN, 2020). As of March 11, 2020, the President of the Republic of Indonesia implemented a policy of temporarily closing the teaching and learning process in schools and colleges which urged them to study at home, and replace it with online learning to break the chain of the virus.

This is a challenge for all teachers, especially English teachers, whose learning requires four skills. According to Richard & Schmidt (2020), skills in language teaching are the way or the way language is used. The four language skills are listening, speaking, reading, and writing. The four skills are separated into two categories. First, writing and speaking skills are called active or productive skills, while listening and reading skills are called passive or receptive skills.

In this case, all teachers in Indonesia with government advice implement e-learning classes. According to Abbad (2009), e-learning refers to the use of information and communication technology to allow access to online learning or teaching sources. Based on the description above, researchers are interested in observing and finding out what strategies are used by teachers in English teaching during this pandemic.

RESEARCH METHOD

In this study, the researcher used descriptive qualitative research methods that focused on teacher strategies used in teaching English during the pandemic. This research was conducted at MTs Negeri 1 Bojonegoro with subject 3 English teachers. For the technique of data collection the researcher used observation, interviews, and documentation. Meanwhile, for data analysis, the researcher matched the results of interviews with observations related to the teaching and learning process of English.

RESULT AND DISCUSSION

After conducting the research, the research findings of the 1th, 2th, and 3th grade teachers can be described as follows:

1. Strategies of Teacher 1 (ST of T1)
Teacher 1 as a grade 7th teacher at MTs Negeri 1 Bojonegoro said that there were several strategies used in teaching during this pandemic.

"... ... Untuk strategi mengajar saya menggunakan online ada beberapa cara dari pihak madarasah sendiri sudah ada kayak E-Learning. Tapi saya banyaknya cenderung ke online WhatsApp, saya ambil link dari youtube kemudian saya kemudian saya taruh di grup WhatsApp.

(For my teaching strategy using online, there are several ways from the madarasah itself, such as E-Learning. But I tend to go to WhatsApp a lot online, I took the link

from YouTube then I put it in the WhatsApp group).

Researcher found that teachers do not always use E-learning, as recommended by the government. However, teacher use WhatsApp more often. Meanwhile, the teacher's teaching strategy uses the discussion method.

"... ... Pada saat saya mengajar materi tentang giving and asking opinion itu saya mencari dulu video dari youtube, kemudian saya share ke grup WhatsApp anak-anak. Terus untuk strateginya saya menggunakan metode diskusi. Tapi sebelum itu saya juga memberikan mereka penjelasan via voice note dan juga kalimat-kalimat yang saya kirimkan ke grup WhatsApp, seperti itu".

(When I was teaching the material about giving and asking opinion, I first looked for videos from YouTube, then I shared them with the children's WhatsApp group. Then for the strategy I use the discussion method. But before that I also gave them an explanation via voice notes and also sentences that I sent to the WhatsApp group, like that)".

In this case, the teacher teaches the material about giving and asking opinion, which is to explain the material the teacher chooses via WhatsApp. Next, the teacher looks for videos from YouTube to clarify the explanation. Then, on the video link, share the WhatsApp group.

2. Strategies of Teacher 2 (ST of T2)
Another teacher at MTs Negeri 1 Bojonegoro, as a teacher who teaches in grade 8th also said that during this pandemic teaching and learning activities used several strategies that took advantage of advances in communication technology. Teacher also tend to use WhatsApp). However, for the strategy of teaching writing material about Recount Text, the teacher uses several strategies.

"... ...Beberapa strategi yang digunakan dalam menulis terkait teks recount yang sudah dipelajari yaitu planning, drafting, dan editing.
(Some strategies used in writing related to recount texts that have been learned are planning, drafting, and editing)".

In this case, the teacher uses 3 strategies, namely planning, drafting, and editing. Planning is the first step in writing, where students must have a plan. Meanwhile, drafting is the second step. So, students have to make a concept first. And the last is editing, which means after students finish writing. Students must first correct the results of their writing, if they feel there is still something wrong. Then, students corrected it.

3. Strategies of Teacher 3 (ST of T3)
Teacher 3 as a grade 9th teacher at MTs Negeri 1 Bojonegoro who taught during this pandemic in teaching did not only use one technique in other words, namely flexible.

".. ...Pertama itu tergantung materinya, kalau materinya harus pake E-learning saya akan pake, tapi kalau pake zoom berarti saya harus pake zoom. Jadi saya nggak bisa pake eee satu tekhnik saja.
(First, it depends on the material, if the material has to use E-learning I will use it, but if I use zoom it means I have to use zoom. So I can't use just one technique)".

Unlike the previous teachers, teacher 3 is more flexible in teaching. However, in terms of teaching material about songs to improve listening and speaking skills, the teacher has several strategies.

"... ...Materinya lagu, saya menyuruh anak untuk milih lagu yang mereka sukai. Siswa harus mendengarkan lagu yang telah dipilih berulang-ulang, kemudian menulis lirik lagu yang telah di dengarkan.

Yang terakhir yaitu mencocokan lirik yang telah di dengar dengan lirik yang telah ditulis.

(The material was songs, I told the children to choose the songs they liked. Students must listen to the song that has been selected repeatedly, then write the lyrics of the song that has been listened to. The last one is matching the lyrics that have been heard with the lyrics that have been written)".

There are 3 strategies used by the teacher, namely listening to the song, writing lyrics, and matching the lyrics. Before that, the teacher asked the students to choose their favorite song. After that, the teacher instructs the students to listen repeatedly. Then, while listening to the song students have to write the lyrics of the song. Finally, students are asked to match the lyrics that have been written with the original lyrics of the song. If there are still errors, students must re-correct.

CONCLUSION

Based on the results of observations,interviews, and documentation in the results and discussion. It can be concluded that each teacher has a different strategy. For teachers who teach in grade 7, teachers tend to use WhatsApp and Youtube applications and these teachers use discussion strategies for giving and asking opinions. On the other hand, teachers who teach in grade 8th also use the WhatsApp application both in delivering material and giving assignments. For the strategies used in teaching Recount Text, the teacher uses several strategies such as: planning, drafting, and editing. Meanwhile, teachers who teach in 9th grade are more flexible, sometimes teachers use WhatsApp, zoom, and E-learning. However, for strategies in learning related to material about songs. The teacher uses strategies such as: listening to the song, writing the lyrics, and matching the lyrics.

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