

AN ANALYSIS OF ENGLISH TEACHING STRATEGIES THROUGH ONLINE CLASSES DURING PANDEMIC COVID-19

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Abstract

A teaching strategy is a plan, method, or series of activities designed for the following purposes to achieve certain learning goals. The teaching strategy is designed to achieve specific goals. This means from making a strategy is to achieve a goal. In this study, the researcher wants to see how the teacher's strategy in implementing the learning process, especially in managing the online class at UPT SMA Negeri 4 Parepare. This study focused on the teachers' strategies used in teaching English through online classes during the COVID-19 Pandemic. This research aimed at answering the following research questions (1) What is the obstacle to strategies in English teaching through online classes during the COVID-19 pandemic at UPT SMA Negeri 4 Parepare is; (2) How is the effectiveness of teachers' teaching strategy in teaching English during COVID-19 pandemic at UPT SMA Negeri 4 Parepare is. The type of research was field research with a qualitative approach. Data collection techniques in this research are In-depth interviews, observation checklists, and documentation. The result of the research showed that (1) Monitor the student, Student Motivation (2) The strategy of English teachers in teaching English in online classes has not been said as an effective strategy, because they only provide an understanding of the material, after that give assignments.

Keywords: *Keywords: Teaching Strategy, Online Class, COVID-19 Pandemic.*

Introduction

Learning foreign languages, especially English has been used as a strategic tools and strategy for human resource development in various periods, the history of education in this world. Indonesian education stipulates: Junior High and High School level students, must pass the English lesson from the exam. It means that learning English as a foreign language is important in the field of education. However, teaching English definitely considers the dictions both teachers and learners used in the classroom interaction (Sardi et al., 2017).

To learn a language, we need someone to teach us, someone who masters about the language. In Indonesia, English language as a Second language or English Foreign Language (EFL). As a teacher especially an English teachers, they should have strategies to teach their students, how to attract students' attention, especially during the Pandemic COVID-19.

In general, the strategies have the sense of the outline known to act in an affect to achieve specific targets. In connection with learning activities, it can be reviewed based on the understanding narrowly and broadly. Learning strategy is defined as the means to achieve learning objectives. In a wide sense, learning strategy can be defined as the means used to achieve the learning objective, including the planning, implementation, and judging of the process, the result, and the effect of learning activities.

Nowadays the term strategy is widely used by the fields of science, including the field of science education. Relation to teaching and learning strategy, use of the term of strategy, use of term of strategy is intended as an effort of the teacher in creating an ecological system which allows the teaching process. It means that the purpose of teaching that has been formulated can be efficient and effective.

The current pandemic condition, the government has issued a policy to make it better at home, even the education system has also been changed to a distance system (distance learning) so learning cannot be done face-to-face in class. This condition leads the educational institutions, especially teachers, to make innovations in the online learning process.

The COVID-19 virus pandemic in Indonesia and even the world has impacted many schools to stop the face-to-face learning process into an online system by utilizing technology that has developed. Discussing technology in English learning is how face-to-face learning can answer the problems that exist in English education in particular. In which the role of the teacher as an educator and motivator; and even as a facilitator remains in essence a teacher even without face-to-face learning. (Byun & Slavin, 2020). Because learning is an activity that requires encouragement from parents, teachers, friends, and others in order to remain enthusiastic in increasing student knowledge. Face-to-face learning is commonly done by teachers with various strategies and methods in order to achieve the meaningful and enjoyable learning, and achieve the expected goals. However, with distance learning, of course, requires a special strategy so that learning remains fun and does not cause boredom. That is the demand of teachers, especially English teachers, to always have a way of teaching an online system so that learning remains active as usual.

The experience of learning online from home of course is a new experience for core teachers and principals of the Partnership Program. Learning English must

be made interesting and fun for students. It takes more effort and time to prepare than conventional. Online classes also depend heavily on an internet connection, and the quality of audio and video so that the material is conveyed properly. Online EFL teaching and learning has been described as a viable method of dealing with the pandemic (Ermawati et al., 2021). Only a few studies have focused on teachers' expectations as an important component of teaching effectiveness. Hence, Teachers struggle to find adequate resources for listening, depend exclusively on YouTube, have difficulty recognizing students' comprehension, and do not consider last-year students to be relevant. In general, the internal network does not accept video conferences, there is a lack of feedback, and it is a time-consuming operation.

It is undeniable that it is difficult for teachers to be able to know the real conditions of their students in the distance teaching and learning process because there is no direct interaction. Thus, English teachers only carry out practical activities in the classroom with limited tools and materials (Nurchalis et al., 2021).

This is a challenge for the English teacher, especially in terms of teaching speaking. Even though learning online, learning English, especially in terms of speaking, must be done face-to-face even though using technology, such as Zoom, Google Meet, or Cloud X so that English language skills continue to run smoothly.

Currently, teachers have a lot of difficulties in teaching boldly, teachers who are usually always at the center of every lesson are now turning into students who become learners, and even the role of parents who have to encourage and help in every learning process (Sanjata ARMP et al., 2022). This learning has been able to shift the strategies and methods which is commonly used in face-to-face learning and has almost diminished the function of a teacher as a facilitator, motivator, and mediator in the learning process.

Due to the pandemic situation and the rapid synchronization of the development of information technology, it is not uncommon for teachers to only provide material in the form of students' English material and immediately give assignments without prior explanation in the form of video learning or otherwise. A teacher certainly wants to give the best to his students, and of course also wants to remain the center of learning for motivators, mediators, and facilitators for his students.

Since the emergence of the outbreak in the form of this virus which calls COVID-19 on the beginning of March, only a short period of time has caused many people to suffer from this virus, both in general health, finance, and even education, various policies have been carried out by the government so that learning must be carried out continuously remotely or online. With this policy, teachers must be smarter in finding strategies in learning so that students remain enthusiastic in learning and improve education in our country. Even in Parepare, especially in UPT

SMA Negeri 4 Parepare have lessons at home. They used WhatsApp and Classroom apps for learning. Therefore, as educators must be able to make an active learning by utilizing existing technology and adopt appropriate strategies.

Based on the problem stated above, to analyze English Teacher strategies the researcher wants to know what English teachers' strategies are used and How the English teachers implement the strategies in teaching English at UPT SMA Negeri 4 Parepare.

Method

The researcher employed qualitative research. In the qualitative research, data coding played an important role in the process of data analysis and determining the quality of data abstraction of research result. Codes in qualitative research were short words or phrases that symbolically summarize, highlighting the message, capturing the essence of a portion of data, this encoding can be based on language or visual data.

| No. | Sources | Coding |
|-----|---------------------|--------|
| 1. | Teacher 1/Teacher 2 | T1/ T2 |
| 2. | Skill | SK |
| 3. | Strategy | ST |
| 4. | Material | MT |
| 5. | Online class | OC |

There were so much data gained in the process to collect it. The researcher needed to reduce those data to find the important data which supported to answer the research's problem. Then, the data was sorted to be some categories depending.

The next step in analyzing the qualitative data after reducing data was displaying data or presenting data. In qualitative research, the presentation of data can be done in the form of a brief description, chart, and relationship, between categories, flowchart, and the like.

In this research, the researcher used data triangulation. In this data triangulation was carried out by comparing the results of observation analysis, interviews, and also documentation.

Results

The Obstacle in Strategies in English Teaching through Online Classes during Pandemic COVID-19

According to the result of observation and interviews that there are several strategies used by the teachers in teaching English according to the material used.

a. Strategies of Teacher 1

Table 4.1

| No. | Coding | Information |
|-----|--------|-------------|
|-----|--------|-------------|

1. T1 Teacher 1 (BR/UN)
2. Sk Writing / Expression Sentence
3. Mt Matching expression and the purpose
4. St Scientific Learning
5. Em WhatsApp

BR as an English teacher at UPT SMA Negeri 4 said that there are some strategies used in teaching English through online classes during pandemic COVID-19

"..... *Saya tidak menggunakan strategi khusus dalam mengajar, terkadang saya memberikan siswa soal untuk dikerjakan, kadang juga saya berikan video, tergantung materinya saja.* ("..... I don't use specific strategies in teaching, sometimes I give students the questions to be worked on, sometimes I also give videos, depending on the material.)

After I interviewed Mr. Br, I just found out that at this time he did not teaching the class he taught, he was temporarily replaced by the field study service. Then I interviewed the field study service (UN)

"..... *saya menggunakan strategi saintifik learning.* ("..... I use a scientific learning strategy.)

Following the syllabus is delivering material of expression sentence, after checking the attendance of students in the group and greeting and asking how the students are doing, UN immediately gives questions to students. Questions related to the material she described last week. These questions are in the textbook. The questions she gave were about expression sentences, to more precisely match expression sentences with their goals as written in the textbook on page 68. Thus, UN only directs students to open their textbooks and do the task and does not forget, UN determines the deadline for submitting assignments.

This strategy can help students write a sentence using English; students also know much about expression sentence and add vocabulary from sentence. But this strategy cannot function properly if students do not take the world seriously. After the students complete the assignment that has been given, students will take photos of their assignments and then send them in the group.

b. Strategies of Teacher 2 (St of T2)

Table 4.2

| No. | Coding | Information |
|-----|--------|--------------------------------|
| 1. | T2 | Teacher 2 (KM) |
| 2. | SK | Writing/ Conditional Sentence |
| 3. | MT | Translate and find the meaning |
| 4. | ST | CLT, GTM , etc. |
| 5. | OC | Whatsapp |

One of English teacher at SMA Negeri 4 is KM. KM said strategies that she used to apply is CLT and Inquiry

"...Saya menggunakan beberapa strategy CLT, GTM, Direct Method and Inquiry atau kadang saya gunakan lingual method... Dalam mengajar saya menggunakan sumber buku online dan meramu sendiri materi yang akan saya berikan dikarenakan materi yang disilabus tidak terkafer dalam buku..jadi saya menggunakan strategi sesuai pembelajaran dan situasi dikelas." (".... I use several CLT, GTM, Direct Method and Inquiry strategies or sometimes I use the lingual method ... In teaching I use online book sources and compile the material that I will provide myself because the syllabus material is not listed in the book. . so I use strategies according to the learning and situation in class. ")

Following the syllabus is delivering material of Conditional sentence. After checking attendance of students in the group and greeting and asking how the students are doing, KM continue her material and give the student more example so they can easily and remember the material that have been explain last week.

KN explained the material again so that students could recall the lessons that were given last week, not forgetting that KM gave examples of conditional sentences. After that, KM gave the assignment to students an example of dialogue and asked the students to identify the conditional sentences of the text. Students who have finished working on the assignment will take a photo of their assignment and send it to the class group. After that KN closed the lesson on time but students who still haven't finished their assignment are still given time to be collected as soon as possible.

This strategy can help student to understand the material, because the teacher use recall so the student can easily remember the material that they learn before. But again, the student cannot function properly if student do not take the lesson seriously.

c. Strategies of Teacher 3 (St of T2)

Table 4.3

| No. | Coding | Information |
|-----|--------|----------------------|
| 1. | T3 | Teacher 3 (AT) |
| 2. | SK | Writing |
| 3. | MT | Conditional Sentence |
| 4. | ST | Video, etc. |
| 5. | OC | WhatsApp, Classroom |

One of the English teachers who teaches grade twelve at SMA Negeri 4 Parepare is AT. in interviews with researchers, AT explained that the strategy she was used

"... biasanya saya memberikan materi cerita atau memberikan siswa saya video yang menarik agar dapat menarik perhatian belajar mereka dan agar mereka mudah memahami . Biasanya setelah saya berikan video, mereka mulai aktif dalam bertanya , karena mereka ingin mengetahui lebih dalam lagi. Namun, yah..tergantung dari materi apa yang kita pelajari." (... Usually I give story material or give my students interesting videos so that they can attract their learning attention and make it easy for them to understand. Usually after I give a video, they start to be active in asking questions, because they want to know more. However, well it depends on what material we study.)

Regarding the syllabus in delivering the material, AT usually uses video in teaching, but it all depends on what material is discussed at the time. When using video, AT usually sharing the link of the video through the classroom, and instructing students to watch and understand the video for further assignments. If there are still students who don't understand the video, they usually ask questions or discuss it in the WhatsApp group. AT uses Classroom and WhatsApp in teaching, usually classroom is used to provide material and WhatsApp is used as a place to ask and answer questions and to fill in attendance. After students understand the learning contained in the video, the students are given the task by AT. The assignment that have been done by students will be photographed and send it through the Classroom.

This web-based learning form of video can help students because they can think more broadly related to the material and learning through video can make students not get bored quickly in learning. But this strategy cannot work well if students do not have a high motivation to learn.

d. Strategies of Teacher 4 (St of T4)

Table 4.4

| No. | Coding | Information |
|-----|--------|-----------------|
| 1. | T4 | Teacher 4 (AS) |
| 2. | SK | Writing |
| 3. | MT | Narrative Text |
| 4. | ST | Books, Video |
| 5. | OC | Whatsapp |

This English teacher is AS. She taught in English in almost all grades eleven and ten. Regarding the interview, he explained that the strategy she used was *"... Saya tidak memiliki strategi khusus ya dalam mengajar, karena sangat susah menebak keadaan siswa ketika kita tidak ketemu langsung dikelas. Tapi , biasanya saya menjelaskan materi terlebih dahulu , setelah anak-anak paham, mereka akan saya berikan tugas yang berada di buku cetak, kadang juga saya kasih video untuk*

diamati setelah itu meminta pendapat mereka." ("... I don't have a specific strategy in teaching, because it's very difficult to guess the situation of students when we don't meet in person in class. But, usually I explain the material first, after the children understand, I will give them the assignment that is in a printed book, sometimes I also give a video to watch after that asks for their opinion.)

Discussion

This study aims to determine on English teacher's teaching strategy, namely strategy/tactics that should be considered/planned by teachers to achieve the objectives of teaching that has been set. This teaching strategy would look at the dimensions of the planning or the implementation of teaching.

Teachers play an important role in improving students' learning outcomes. Teachers can develop and plan effective and effective learning models so that students can meet the minimum integrity standards, improving the quality of education. It is the teacher's responsibility and obligation to create learning that can maximize learning outcomes. In order to design learning activities that can stimulate the creation of more effective and efficient learning, strategies need to be adopted in the delivery process. The teacher must be able to provide students with opportunities to experience or do it themselves, follow the process, observe the object, analyze, prove and draw conclusions about the object.

In this study the researcher want to see how the teacher's strategy in implementing the learning process, especially in managing the online class, can increase student motivation to participate in learning so that later the objectives of the learning process can be achieved.

The success of teachers in conducting online learning in the Covid-19 pandemic situation is the ability of teachers to innovate in designing and concocting materials, learning methods, and what applications are in accordance with the materials and methods. Creativity is the key to success for a teacher to be able to motivate students to stay enthusiastic about learning online and not become a psychological burden. In addition, the success of online learning during the Covid-19 period depends on the discipline of all parties.

Conclusion

1. The Obstacle in Teaching English through Online Classes

A. Monitor the student

Teaching through online classes are so difficult because the teacher cannot always monitor their students while their study. Thus, teacher is really hard to give their student a score because they do not know are they student cheating or not.

B. Student Motivation

In online learning, students can become less active in conveying their aspirations and thoughts, so they can result in saturating learning. A student who experiences inner saturation learning will result in progress in learning outcomes. The enthusiasm to learn can be owned by increasing learning motivation. Motivation Learning is the driving or impetus that makes someone interested in learning so that it will learn continuously. Low motivation can be because low success in learning so it will be degrading student achievement.

2. The effectiveness of Teacher's Strategies in Teaching English through Online Classes During Pandemic COVID-19

Based on short interviews with several students, they said that most of them did not understand the lesson and there were even students who found it difficult to understand the lesson. In this case, the strategy of English teachers in teaching English in online classes has not been said to be effective because they only provide an understanding of the material, after that give assignments. They also use videos but the videos they use are usually taken from YouTube, not from the video that the English teacher made the video for. It could be that the videos they provide are only monotonous videos. The better and more effective learning using videos will be when the English teacher himself makes the video and then gives it to the students because as the teacher they must more or less know the nature of the students.

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