Teacher Strategy in Teaching English During Covid-19 Pandemic for the Eighth Grade Students at SMP Baitul Arqom Balung

Aklil Shalahuddin[1*], Yeni Mardiyana Devanti[2], Nurkamilah[3]

[1] Universitas Muhammadiyah Jember; aklilshalahuddin777@gmail.com
[2] Universitas Muhammadiyah Jember; yenimardiyana@unmuhjember.ac.id
[3] Universitas Muhammadiyah Jember; nurkamilah@unmuhjember.ac.id

Abstract: Corona virus, also known as COVID-19, has been causing havoc around the world since the end of 2019. The pandemic situation has completely replaced the way of teaching English method from face-to-face learning into online teaching. This research aims to investigate the teachers' strategies in using online learning platform and the challenges in implementing their strategies during Covid-19 pandemic through online learning platforms". The design of this study was qualitative approach. This study involves English teacher of SMP Baitul Arqom Balung as the inteviewee. The data was collected through documentation and interview. Based on observation the researcher found that the online learning application used in SMP Baitul Arqom Balung was a WhatsApp, Google Form, Zoom, Google classroom. In conclusion, the researcher found strategies had applied by student teachers in teaching English online. Those strategies as follows: Explaining the material by using several devices, checking of students' understanding, and giving the assignment.

Keywords: pandemic, teacher strategy, online learning

Introduction

Since the end of 2019, the coronavirus (also known as COVID-19) has been devastating the lives of people around the world. With Regulation No. 3 of 2020 on Prevention of New Coronary Pneumonia (COVID-19) in Educational Units and Regulation No. 36962/MPK.A/HK/2020 on Online Learning, the Indonesian Ministry of Education has implemented epidemic-related teaching and study (Adedoyin, 2023; Baber, 2020; Bączek, 2021; Coman, 2020; Dong, 2020; Khalil, 2020; Mishra, 2020; Mukhtar, 2020; Rasmitadila, 2020; Tang, 2021). Learning policies allow the teaching process to continue even when teachers and students are not actively interacting in the classroom. In modern times, when strategies are crucial to learning, this is a challenge for all teachers, but especially for English teachers. To apply strategies, especially in online classrooms, teachers must be creative and have a mature pedagogical perspective (Baran, 2019; Gustems-Carnicer, 2019; Heilporn, 2021; Klapproth, 2020; Lavy, 2018; MacIntyre, 2020; Nasri, 2020; Pyhältö, 2021; Retnawati, 2018; van der Lans, 2018). The core elements of teaching are teaching and learning strategies. Teachers use a process called pedagogy to help students learn how to do something (Olaosebikan, 2023; Yue, 2023; Abas, 2022; Magagula, 2023). The success of student learning activities depends largely on the teacher's involvement in achieving these goals (2013) (Wahid & Sunandar: 25).

Nakhriyah et al. (2021) claimed that the pandemic has completely replaced face-to-face English classes with online classes. Online learning is a teaching method in which teachers and students do not interact directly (Allen & Seaman, 2007). Technical communication in online courses tends to increase. According to Sepulveda Escobar & Morrison (2020), ICTs can be used as a source of classroom instructional materials.

The results are consistent with Mahyoob's (2020) study. He found teaching tools widely used by students during the COVID-19 pandemic, with WhatsApp being the most popular. In this environment, the mobile devices used by most students contribute to the success of online learning. Other studies (Ningsih, 2020; Surahman, 2020; Setiawan & Iasha, 2020) have found that Google Classroom is the medium that students use the most during teaching the researcher is interested to finding how strategies used by teachers' in dealing with problems in teaching English on online learning class (Ibda, 2020; Salleh, 2022; Humaida, 2020; Dailo, 2022; Turan, 2020). Therefore, the researcher became curious and tries to investigate this with a research entitled "TEACHER STRATEGY IN TEACHING ENGLISH DURING COVID 19 PANDEMIC AT SMP BAITUL ARQOM BALUNG".

Methodology

The author of this study employed descriptive qualitative research with an emphasis on the investigation of teachers' pandemic-related instructional practices. Because he was analyzing a problem in the realm of education, the researcher used a qualitative approach

in this study. In this study, the problem was thoroughly studied and discussed without the use of any numbers. Word is used by the researcher as the primary data. The researcher's background in qualitative research, which can be used to uncover and comprehend the causes of a phenomenon that is challenging to comprehend satisfactorily, is one of the justifications for using it.

The study data will take the form of descriptive qualitative data, and data analysis approach will be used to examine the data. Data in this research will be obtained from conducting interview with the participants (teacher strategy that are used when learning English during pandemic) and documentation. In taking data, the researcher needs sources to get the available data. The SMP Baitul Arqom Balung English teachers served as the study's research resources. This study employed purposeful sampling because it spoke with instructors who provided online learning for their pupils. The people who provided information and circumstances relevant to this study were regarded as research resources.

In this case, this research was conducted in a period one day. The interviewer must gather in- formation while having a direct conversation or engagement. However, it can be carried out in person or online. The researcher follows a few steps in order to gather interview data. These are: (1) developing the question preparing the concept of questions that want to be asked to subject and (2) the researcher transcripts the result of interview. The researcher performed structured interviews with English teachers in this case. In order to acquire accurate responses and infor- mation on the tactics employed in teaching English during the Covid-19 pandemic, interviews were performed. In this study, the function of the interview is to check the data and guarantee that it is actually valid. In collecting documentation researcher was investigated the lesson plan to see the teacher scheme about the next material. Besides, researcher will consider documentation also the researcher made a note, took photographs, and took a screenshot chat as proof of teaching learning activity.

The researcher used Field notes, which are descriptions and records of events in the research context presented in a largely factual and objective form, are frequently mentioned in qualitative research.

Making field notes is a way of gathering data that involves keeping track of everything that occurs in the field. In this study, a file note was used to gather information about:

a. The teacher's preparation for teaching English in the year COVID-19.
b. The teacher uses an instructional activity to communicate the material.
c. Different strategies are used to aid students in understanding the subject matter.

Researcher logically arranging interview questions from general to specific. Finally, refrain from asking lengthy inquiries. Researchers can organize data and eliminate redundant information with data reduction techniques to arrive at final conclusions that can be formed and validated. The researcher concentrated on the English-teaching tactics employed by the teachers at SMP Baitul Arqom Balung during the Covid-19 pandemic in this step. The data must then be made available after being minimized.

Data display is a technique for providing data to a researcher who has mastered data collecting as the foundation for reaching the right conclusions. Data collection volume can rise. The researcher used an essay, as is typical in qualitative research, to present the data for this study. The conclusion is the final stage in data analysis.

The conclusion in qualitative research is new findings that have never before existed. The researcher concluded the main points from all the data that has been collected, so that is will become clear. The conclusion will be an answer the formulation of problem in the beginning. This study triangulates its data sources. To ensure the accuracy of the data gathered, data triangulation was done by comparing the findings of interviews with supporting documentation.

Result and Discussion

The research findings in this study provided an explanation of the information the researcher ob- tained. The researcher spoke with and observed the SMP Baitul Arqom Balung English teacher. The findings of the study on teachers' methods for online English instruction during the COVID-19pandemic are discussed in these chapters. One English teacher participated in this study as an informant. The researcher conducted interviews with those informants in order to gather data. Themeeting took place on March 21, 2023. Based on observation, the researcher discovered that Whatsapp, Google Form, Zoom, and Google Classroom were the online learning tools used in SMPBaitul Arqom Balung.

The researcher found strategies had applied by student teachers in teaching English online duringCOVID-19 pandemic. Those strategies as follows:

a) Explaining the material by using several devices.
b) Checking of students' understanding about the material that has learned.
c) Giving the assignment by using online platforms.

It may be stated that while teaching English with online learning, the teacher usually shares the information and assigns a task to the pupils. The first opening in an online learning class requires the teacher to be able to engage students in the process of teaching and learning. From the first to the last online learning class, the teacher focused on daily normal activities. The English teacher greeted pupils who were absent from an online learning session during daily routine activities. As part of the learning process, the following steps were taken.

According to the interview findings, the English teacher gave the students an explanation and the next task in the form of independent study. The students can then read and comprehend the information sup- plied by the teacher. The teacher then assigns a material-related assignment. The kids finished their job assignments on time. If students do not complete their tasks, they will not receive a grade. Unless the teacher and student have made other arrangements. Finally, the final tasks were per- formed through feedback and evaluation. The activities of an English teacher on a dailybasis. The English teacher's daily activities. Based on the results of the interview, the English teacher will provide evaluation

in the form of questions linked to the previously studied subject at the end of the learning. And the English teacher motivated the students to be more involved in the online learning class, and the lesson was concluded with a greeting. In summary, the teacher implementation of instructional strategies in online learning can be summarized in the table 4.1 below:

Table 4.1 The Teacher Implementation of Instructional Strategies in Online Learning

Opening	Greeting students using WhatsApp, Zoom Make sure that students are active
Process	Give material by using WhatsApp, GoogleClassroom. Students learn by themselves Dothe task
Closing	Teacher giving feedback

These demonstrate that the teacher typically shares the content and assigns a task to the students while teaching English through online learning. The first opening in an online learning class requires the teacher to be able to engage students in the process of teaching and learning. From the first to the last observation, the teacher did primarily everyday routine activities in the beginning online learning class.

In everyday regular activities, the English teacher greets pupils who are absent from online learning classes. The following actions were then implemented as a learning process. Opening Students' greetings make certain that pupils are engaged. Process Provide material for students to learn on their own. Carry out the assignment closing the teacher provides feedback.

Conclusion

It can be concluded that During the COVID-19 pandemic, teachers employed various strate- gies for teaching English online, including explainingmaterial, checking students understand- ing and delivering assignments via online platforms such as WhatsApp, Zoom, and Google Classroom. These strategies were supported by professionals and were implemented during remote learning.

So, the implementation of these strategies is starting from the teacher preparing devices such as handphone or laptop. Then the teacher sending material that will be learn by student via online platforms such as WhatsApp, Google Classroom, and Zoom. After that, the teacher giving explanation about the material and doing discussion with the students to checking up their comprehension about material that has learned. The next implementation step is about the teacher sending assignment to students, and the students following teacher intruction to doing the task then sub- mitting the task on that day via WhatsApp or Google Drive based on instruction given by teacher. The last step. is teacher giving feedback and value by sending back students task.

References

Adedoyin, O. B. (2023). Covid-19 pandemic and online learning: the challenges and opportunities. *Interactive Learning Environments, 31*(2), 863–875. https://doi.org/10.1080/10494820.2020.1813180

Baber, H. (2020). Determinants of students' perceived learning outcome and satisfaction in online learning during the pandemic of COVID-19. *Journal of Education and E-Learning Research, 7*(3), 285–292. https://doi.org/10.20448/JOURNAL.509.2020.73.285.292

Bączek, M. (2021). Students' perception of online learning during the COVID-19 pandemic: A survey study of Polish medical students. *Medicine (United States), 100*(7). https://doi.org/10.1097/MD.0000000000024821

Baran, E. (2019). Investigating the impact of teacher education strategies on preservice teachers' TPACK. *British Journal of Educational Technology, 50*(1), 357–370. https://doi.org/10.1111/bjet.12565

Bolape Olufunto Olaosebikan, C. O. O. K. (2023). English Language Teachers' Classroom Practices in Ibadan, Nigeria. *International Journal of Social Learning (IJSL), 3*(3), 261–280. https://doi.org/10.47134/ijsl.v3i3.88

Coman, C. (2020). Online teaching and learning in higher education during the coronavirus pandemic: Students' perspective. *Sustainability (Switzerland), 12*(24), 1–22. https://doi.org/10.3390/su122410367

Dong, C. (2020). Young children's online learning during COVID-19 pandemic: Chinese parents' beliefs and attitudes. *Children and Youth Services Review, 118*. https://doi.org/10.1016/j.childyouth.2020.105440

Gift Muyunda Lei Yue, J. O. (2023). Teachers' Professional Development in Zambia: Perceptions and Practices. *International Journal of Social Learning (IJSL), 3*(2), 222–233. https://doi.org/10.47134/ijsl.v3i2.177

Gustems-Carnicer, J. (2019). Stress, coping strategies and academic achievement in teacher education students. *European Journal of Teacher Education, 42*(3), 375–390. https://doi.org/10.1080/02619768.2019.1576629

Hamidulloh Ibda, D. M. W. (2020). Home Visit Program in Minimizing Stay in Class and Dropout at Elementary School of Sampangan, Semarang. *International Journal of Social Learning (IJSL), 1*(1), 24–34. https://doi.org/10.47134/ijsl.v1i1.2

Heilporn, G. (2021). An examination of teachers' strategies to foster student engagement in blended learning in higher education. *International Journal of Educational Technology in Higher Education, 18*(1). https://doi.org/10.1186/s41239-021-00260-3

Klapproth, F. (2020). Teachers' experiences of stress and their coping strategies during COVID-19 induced distance teaching. *Journal of Pedagogical Research, 4*(4), 444–452. https://doi.org/10.33902/JPR.2020062805

Kristine Anne Dimaculangan Hanifa Hadji Abas, C. S. Q. (2022). Narrative Study of Teaching Strategies and Challenges Encountered by Teachers in Synchronous Online

Classes. *International Journal of Social Learning (IJSL), 2*(2), 201–216. https://doi.org/10.47134/ijsl.v2i2.113

Lavy, S. (2018). Spiral effects of teachers' emotions and emotion regulation strategies: Evidence from a daily diary study. *Teaching and Teacher Education, 73*, 151–161. https://doi.org/10.1016/j.tate.2018.04.001

MacIntyre, P. D. (2020). Language teachers' coping strategies during the Covid-19 conversion to online teaching: Correlations with stress, wellbeing and negative emotions. *System, 94*. https://doi.org/10.1016/j.system.2020.102352

Mahyoob, M. (2020). Challenges of e-Learning during the COVID-19 Pandemic Experienced by EFL Learners. *Arab World English Journal, 11*(4), 351-362. DOI: https://dx.doi.org/10.24093/awej/vol11no4.23

Molyn Mpofu Hlengiwe Magagula, L. M. L. M. (2023). An Exploration of Teachers' Pedagogical Knowledge on Teaching Practical Skills in Fashion and Fabrics to High School Learners. *International Journal of Social Learning (IJSL), 3*(3), 378–394. https://doi.org/10.47134/ijsl.v3i3.219

Muhammad Khairul Kamilin Haji Hamdan Sallimah M. S. D. A. (2022). Improving Conceptual Knowledge and Soft Skills among Vocational Students through Inquiry-Based Learning in a Flipped Classroom. *International Journal of Social Learning (IJSL), 2*(2), 235–249. https://doi.org/10.47134/ijsl.v2i2.140

Mukhtar, K. (2020). Advantages, limitations, and recommendations for online learning during covid-19 pandemic era. *Pakistan Journal of Medical Sciences, 36*. https://doi.org/10.12669/pjms.36.COVID19-S4.2785

Nakhriyah, M., & Muzakky, M. (2021). Online Teaching Learning during Covid-19 Outbreak: Teacher's Perception at Junior High School of Fathimatul Amin Jakarta. *J. Ilm. Kependidikan, 8*(1), 39–49. Link

Nasri, N. M. (2020). Mitigating the COVID-19 pandemic: a snapshot from Malaysia into the coping strategies for pre-service teachers' education. *Journal of Education for Teaching, 46*(4), 546–553. https://doi.org/10.1080/02607476.2020.1802582

Pyhältö, K. (2021). Teacher burnout profiles and proactive strategies. *European Journal of Psychology of Education, 36*(1), 219–242. https://doi.org/10.1007/s10212-020-00465-6

Rabeea Mohammed Mansour Imleesh Ibrahim Abdelrahim Ibrahim Humaida, M. A. H. H. (2020). The Effectiveness of Classroom and Online Learning: A Study for Social Education Students during Covid-19. *International Journal of Social Learning (IJSL), 1*(1), 54–61. https://doi.org/10.47134/ijsl.v1i1.7

Rasmitadila. (2020). The perceptions of primary school teachers of online learning during the covid-19 pandemic period: A case study in Indonesia. *Journal of Ethnic and Cultural Studies, 7*(2), 90–109. https://doi.org/10.29333/ejecs/388

Retnawati, H. (2018). Teachers' knowledge about higher-order thinking skills and its learning strategy. *Problems of Education in the 21st Century, 76*(2), 215–230.

Rossana R. Dailo, A. E. D. (2022). Emerging Strategies in Classroom Management: Impact on the 21st Century Skills Competency of Grade 10 Students. *International Journal of Social Learning (IJSL), 3*(1), 80–101. https://doi.org/10.47134/ijsl.v3i1.157

Sepulveda-Escobar, P., & Morrison, A. (2020). Online teaching placement during the COVID-19 pandemic in Chile: challenges and opportunities. *European Journal of Teacher Education, 43*(4), 587–607.

Surahman, E. (2020, October). Student Satisfaction toward Quality of Online Learning in Indonesian Higher Education During the Covid-19 Pandemic. In *2020 6th International Conference on Education and Technology (ICET)* (pp. 120-125). IEEE.

Tang, Y. M. (2021). Comparative analysis of Student's live online learning readiness during the coronavirus (COVID-19) pandemic in the higher education sector. *Computers and Education, 168*. https://doi.org/10.1016/j.compedu.2021.104211

Turan, Z. (2020). Flipped classroom in English language teaching: a systematic review. *Computer Assisted Language Learning, 33*(5), 590–606. https://doi.org/10.1080/09588221.2019.1584117

van der Lans, R. (2018). Developing an Instrument for Teacher Feedback: Using the Rasch Model to Explore Teachers' Development of Effective Teaching Strategies and Behaviors. *Journal of Experimental Education, 86*(2), 247–264. https://doi.org/10.1080/00220973.2016.1268086