

TEACHING STRATEGIES USED BY ENGLISH TEACHER DURING PANDEMIC
SITUATION AT EIGHTH GRADE OF SMP NEGERI 1 LAHUSA

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Abstract

Coronavirus disease (Covid-19) Pandemic has spread in many countries included Indonesia. As consequence that it was not only activities in the economic sector are limited, world of education was also restricted because of the Covid-19, so the teaching and learning activities cannot be carried out as usual. This was challenge for all of the teachers. There was changed in the teaching and learning situation, teaching and learning system, and the way of convey the material. Therefore, the objectives of this research were to describe teaching strategies used by English teacher during pandemic situation at Eighth Grade of SMP Negeri 1 Lahusa. This research was designed by applying qualitative descriptive. The instruments of data collection were observation and interview. After analyzing the data, researcher found the result. The teaching strategies used by English teacher during pandemic situation, namely: (1) teachers adjusted learning objectives to basic competencies and the students level, (2) teachers selected teaching and learning approach by having good communication and gave motivation for the students, (3) teachers adjusted teaching and learning method to the duration of time and the availability of text books, (4) teachers adjusted norm and minimal success or criteria by finding how many students are interested in the lesson and how many students are capable of learning.

Key words: *Strategy; teaching strategy; Covid-19 pandemic*

Introduction

English is the language most widely used in the world. It becomes the international language. It is very important for our life because almost all aspect of human life use English as a means of interaction including education. English language cannot be ignored because it gives a big impact. Many people want to spend their time to learn English in order to master English as well as possible. Indonesia education system obliging

students at junior high school and senior high school level must pass English examination for graduating. That means learning English as a foreign language is very important especially in the world of education.

Learning English can be defined as mastery of four skills. The four language skills are listening, speaking, reading, and writing. The four skills are categorized into two categories namely speaking and writing are called active or productive skills, while

reading and listening are called passive or receptive skills. According to Richard & Schmidt (2010:322), skills in language teaching are the mode or way in which the language is used.

The teachers have an important role in educating students in the school. A teacher is not just teaching. They have to be an educator, researcher, organizer, and advisor. Good teachers are flexible and respond creatively to what happened in the classroom (Harmer, 1998:121).

Teaching English is not easy. With different levels of skill in each class, teachers have to use effective strategies that allow students to learn the material. Teachers must be creative in choosing materials and be able to stimulate student's interest. Therefore, the teacher needs to manipulate several strategies to support the teaching and learning process.

Since the end of 2019, the world has been attacked with a *corona virus disease* or Covid-19 which is first discovered in Wuhan, Hubei, China. Covid-19 is affecting many countries globally. As a result of the Covid-19, it disrupted the all of system that runs such as the government, the economy, and including education in Indonesia. The government implemented the program to restrict people's activities, such as lockdown, stay at home, maintain distance, avoiding crowded places and so on. As consequence that it is not only activities in the economic sector that are limited, world of education is also restricted because of the Covid-19, so the teaching and learning activities cannot be carried out as usual.

Generally, the teaching and learning process is an interaction between teacher and students. It is an activity which is done in the school. Almost every day the teachers teach the students in the

classroom. Nevertheless, it has changed because of Covid-19 pandemic. The teaching and learning process cannot be carried out face to face as usual.

This was a challenge for all of the teachers, with changes in the teaching and learning situation, teaching and learning system, and also the way of the teachers convey the material for the students. It is the same as when the researcher did PLP II program at SMP Negeri 1 Lahusa. When almost of the schools used the online learning system, in this school, they implemented offline system. Offline is defined as disconnected from a computer network (Anz. 2015).

In this school, the teaching and learning process is carried out for three days of a week which is the students come according to their schedule. On Monday the students who came are seventh grade, on Tuesday the students who came are eighth grade and on Wednesday the students who came are ninth grade. In a day, all of the teachers must provide material and assignments for the students that the teachers are forced to provide them as short as possible, so that the other teachers got a turn to deliver the material also. Assignments that have been given to the students will be checked by the teacher and given an assessment. With this condition, the teachers must achieve the learning objectives with a very limited time.

In this situation, the teachers seem to be forced to make an effort in choosing teaching strategy. Teaching strategies are a general description of teaching and learning process that includes a plan, method, and technique used by the teachers to teach students. In this new situation, the teacher must be creative to find and apply teaching strategies in conveying material so

that the teaching and learning process can keep going.

Based on the explanation above, the researcher interested in observing and finding what strategies used by the teacher in teaching English during pandemic situation. Therefore, the researcher became curious and try to analyze this with a research entitled Teaching Strategies Used By English Teacher during Pandemic Situation at Eighth Grade of SMP Negeri 1 Lahusa.

The objectives of the research :

1. To describe how the English teachers determine the teaching and learning objectives.
2. To describe how the English teachers choose the teaching and learning approach more appropriate and effective.
3. To describe how the English teachers select the methods that more appropriate and effective.
4. To describe how the English teachers establish the norms and minimum limits of success or criteria.

According to Utami (2020) teacher's strategies in teaching English e-learning classes during the Covid-19 pandemic, they are: first, writing strategy include planning, drafting, and editing, and the second, listening strategy include listening to the song, write the lyrics, and sing a song.

There are three teaching strategies that used by teacher during Covid-19 pandemic (Putri, 2021) they are: the first, learning is done by door to door or the teacher visits each student's house to carry out the process of teaching and learning activities, the second, learning is done by students coming directly to the school to take a questions paper, and the last, learning is carried out by offline or face to face

learning with alternating schedules during a pandemic.

Research Method

In this research, the researcher used descriptive qualitative research that focus on the teaching strategies used by English teacher. It describes the strategies used by the teacher in SMP Negeri 1 Lahusa. According to Creswell (2014:32) qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Furthermore, Gay, Mills, and Airasian (2012:7) qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (i.e., non numerical) data to gain insights into a particular phenomenon of interest. This type of research was inductive, where data at the location would be the main source of the phenomenon and problems in the observation process.

So it can be concluded that descriptive qualitative trying to describe a social phenomenon in the form of words. The main purpose of descriptive research is to describe the state of view as it exists today. Simply stated, this is a fact-finding investigation. In descriptive research, conclusions can certainly be accepted, but it doesn't build a cause and effect relationship.

In this research the data collected by used observation and interview.

1. Observation

Observation is a study that involves a systematic recording of a phenomenon or a certain behavior that can be observed in the natural environment. Observation is one way of collecting data by someone with the intention that

someone can feel and then understand the knowledge of a phenomenon.

The number of periods and the length time in the observations made depends on the type of data collected. In this case, the researcher observed the way of the teacher teaches English during pandemic situation.

2. Interview

For a study, interviews or question and answer sessions are the best ways to learn or explore profound information from someone. An interview is a purposeful interaction in which one person obtains information from another. Interviews permit researchers to obtain important data they cannot acquire from observation alone, although pairing observations and interviews provides a valuable way to gather complementary data (Gay, Mills, Airasian (2012:386)). In this case, the interview did by face to face interview when the teacher got a picket schedule at school. This interview conducted to get an oral response from English teacher.

The interview design and the expression of questions will affect the depth and freedom of the subject in response. Several interviews encourage long and detailed reports while others are designed to obtain a short and specific response. There are three types of general interviews including; structured, semi-structured, and unstructured interviews.

In this case, the researcher used semi-structured interviews with English teachers, students and headmaster at SMP Negeri 1 Lahusa. Interview conducted to obtain accurate responses and information about the teaching strategies used by English teacher during

pandemic situation. The function of the interview in this study were to check the data and ensure that the data is truly valid.

This study used qualitative data analysis techniques. Data analysis is an integral part of the research process which is poured either in writing or not. Study with a qualitative approach, the focus of the research problems demanded researcher conduct systematically, deep, and meaningful assessment.

Data analysis in qualitative research is often carried out simultaneously or together with data collection. The data analyze in this research is found by Miles, Huberman & Saldaña (2014:31-33), there are 3 activities in analyzing qualitative data:

1. Data condensation

Data condensation refers to the process of selecting, focusing, simplifying abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents and other empirical material.

In this step, the researcher organized and collected the data from the observation and interview. In selecting data the researcher tried to find out the teaching strategies used by English teacher in pandemic situation. Then, the researcher made the data easier to understandable. Finally, the researcher converted the data on a good form or structure.

2. Data display

Generally, a display is an organized compressed assembly of information that allows conclusion drawing and action. Looking at data display help us to understand what is happening and to do

something—either analyze further or take action based on that understanding.

In this study, the researcher displayed the data using an essay, this is the most commonly used display in qualitative research.

3. Drawing and verifying conclusion

The third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst interprets what things means by noting patterns, explanations, casual flows, and propositions. Conclusions are also verified as the analyst proceeds. The conclusion drawing is start after the data collected by making temporary conclusion. In other words, it can be said that the conclusion is analyse continuously and verified the validity to get the perfect conclusion. After analysed all the worthy data from data condensation and data display, conclusions from the field notes are drawing and some suggestions are given.

Research Finding and Discussion

In this research, the data was obtained to find out the teaching strategies used by English teacher during pandemic situation at eighth grade of SMP Negeri 1 Lahusa. The researcher started the research on 12th - 23rd July 2021. The researcher collected the data from observation and interview. In observation the researcher came to the school and entered the class of English subject at eighth grade of SMP Negeri 1 Lahusa. During observation, the researcher took note about the important things in the teaching and learning process. Besides the observation, the researcher also applied interview for students, English teachers, and head master. Before the researcher

applied the interviews, the researcher has already arranged the interview guide for the English teacher, students, and head master. For two days the researcher observed the teaching and learning process at eighth grade of SMP Negeri 1 Lahusa and after observed the teaching and learning process, the researcher interviewed the English teachers, the headmaster and the students of SMP Negeri 1 Lahusa for two days.

In this part, the researcher explains the result of the observation and interview based on the formulation of the research.

1. Determining The Teaching and Learning Objectives

Based on the observation and interview, the teaching and learning objectives was determined by the teacher. Furthermore, teacher determined the teaching and learning objectives by conducting some strategies. The detail information can be seen in the following table.

Table 4.1
Strategies in determining the teaching and learning objectives

Teaching and learning objectives	Strategies
<ul style="list-style-type: none"> Identify expressions used for expression of asking for attention and understanding in English Identify expression used to reward performance Identify the expressions used 	<ul style="list-style-type: none"> Teacher adjust to basic competencies Teachers adjust at the students level

to ask and express opinion in English • Perform the speech act of asking for attention and understanding in English confidently • Perform the speech act of expressing appreciation for performance in English confidently • Carry out interpersonal conversation using expressions of expressing opinions through integrated activities listening, reading, speaking and writing confidently	
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Source : Researcher 2021

In this situation, the English teacher still determined the teaching and learning objectives such as the objectives before this pandemic, even though the teaching and learning process occur in the pandemic situation, the students still expected can give their effort in learning, so they can achieve the teaching and learning objectives.

To determine the objectives of learning, the teacher used to adjust it with basic competency and adjust at the level of the students, so that the delivery of learning was really in line with what expected and could progress from each subsequent meeting. Learning tools that have been prepared in each semester and

each year can actually be completed according what was previously planned.

2. Choosing The Teaching and Learning Approach

Based on the observation and interview, teaching and learning approach was chosen by the teacher. It was done by considering several strategies. The strategies can be seen in the following table.

Table 4.2
Strategies in choosing the teaching and learning approach

Teaching and learning approach	Strategies
• Students centered approach	• Teachers have a good communication with the students • Teachers give a motivation for the students

Source : Researcher 2021

The way to choose a teaching and learning approach that is considered appropriate in this pandemic is to build good communication with students. In this new situation, students are not enthusiastic in participating in teaching and learning process. When the teachers have good communication with students, it will make the students are easier to express themselves in following the teaching and learning process.

During this pandemic, the teacher chooses the teaching and learning approach that considering the method that used in the teaching learning process. So, in this situation the teaching and learning approach that used is

student centered approach. In this approach, the students are expected to be more active in the teaching and learning process by themselves.

3. Selecting the methods that considered the more appropriate and effective

Based on the observation and interview, teaching and learning method was selected by the teacher. Furthermore, teacher selected the teaching and learning method by considering several strategies. The detail information can be seen in the following table.

Table 4.3
Strategies in selecting the teaching and learning method

Teaching and learning method	Strategies
<ul style="list-style-type: none"> • Assignment method 	<ul style="list-style-type: none"> • Teachers adjusts to the duration of time • Teachers adjust to the availability of text books

Source : Researcher 2021

The method that used in teaching and learning process during this pandemic was different. In teaching and learning process as usual, perhaps there are many teaching method that carry out by teachers, but the most appropriate method of teaching during this pandemic is the assignment method. The assignment method is the method in the teaching and learning process which the teacher gives the task to students. In this method, the teachers were given the

assignment for the students individually and in groups.

This method encourages students to be more creative, get used to thinking comprehensively, and learn independently. This method might make students a little bored, but in this situation this method has to apply. In this method, the task were given at the school, then the students have to complete it at home and on the schedule for attending school, the assignment is returned to be assessed.

4. Establishment norms and minimum limits of success or criteria and standards of success

Based on the observation and interview, the norms and minimum limits of success or criteria was determining by the teacher. It was done by conducting some strategies. The strategies can be seen in the following table.

Table 4.4
Strategies in establishing norms and minimum limit of success

Norms and minimum limit of success	Strategies
<ul style="list-style-type: none"> • Attitude • Knowledge assessment • Skill assessment 	<ul style="list-style-type: none"> • Teachers find out how many students are interested in the lesson • Teachers find out how many students are capable of learning

Source : Researcher 2021

To establish the norm or minimum limit of success or criteria and standards of success, basically this is the autonomy of the school, depending on the extent to which the school determines the limits or norms in determining student success. In a certain subject, for example English, this is certainly left to the English teacher, because they are the ones who know and understand very well the extent to which the abilities and potentials that exist in the students.

In this pandemic situation, the teachers are still carrying out their obligations, starting from determining the learning objectives, choosing the teaching and learning approach, selecting the teaching and learning method until the assessment stage.

From the result of observation and interview, teachers had good adaptations in the teaching and learning process in this pandemic situation. With the change in the learning system, teachers were quickly able to adapt different ways of teaching than before. Teachers were able to face the challenges and situation that exist.

The teacher was creative in teaching and learning process in this situation. Teachers were able to maximize the available time. The teacher managed the time from teaching and learning process started until finished it. When the teacher started the lesson, he would ask the student feelings. Sometimes give jokes when students felt bored. The material presented is made simpler to be more easily understood by students.

Teachers tried to do their best for students, by being willing to provide a different learning system but still not reducing the expected quality of education. Teachers also helped students in following

the changes in the teaching and learning process, by providing direction and motivation to students to stay active in learning even in this pandemic situation.

Conclusion and Suggestion

After analyzing the data, researcher found the result. The teaching strategies used by English teacher during pandemic situation, namely (1) teachers adjusted learning objectives to basic competencies and the students level, (2) teachers selected teaching and learning approach by having good communication and gave motivation for the students, (3) teachers adjusted teaching and learning method to the duration of time and the availability of text books, (4) teachers adjusted norm and minimal success or criteria by finding how many students are interested in the lesson and how many students are capable of learning.

These four basic strategies have been implemented by English teachers at SMP Negeri 1 Lahusa during this pandemic. These will be one of the teaching strategies that can be applied during pandemic situation. In implementing these teaching strategies, it is necessary to consider and adjust matters relating to the situation and condition of the school.

After concluding the research, the researcher proposed three suggestions for English teachers, English learners and next researchers. For English teachers, the results of the research can be used to obtain information and references regarding of teaching strategies that used during pandemic situation. In used these teaching strategies, the teachers must pay attention in choosing the teaching method which method used is not one. So, using several

the teaching methods will create a new or different teaching atmosphere for students.

The English learners are suggested to be able to more creative and support each other. In other words, the students will make collaboration with their classmates to learn English during pandemic Covid-19.

For the next researcher, it is recommended to other researchers to conduct similar studies to enhance the knowledge about this matter and expected to use this research finding as reference or guidance to conduct the broader research related to the problem stated previously.

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