

TEACHERS' STRATEGIES IN TEACHING ENGLISH DURING PANDEMIC COVID-19

***Jumrah AM. Parusi¹⁾, Mawardin M.Said²⁾, Mashuri³⁾**

^{1,2,3)} English Education Study Program, Faculty of Teacher Training and Education
Tadulako University, Indonesia

[*undaparusi11@gmail.com](mailto:undaparusi11@gmail.com)

ABSTRAK

Di penghujung tahun 2019, dunia dihebohkan dengan adanya virus Covid-19 di Wuhan, Cina. situasi ini mengharuskan kegiatan belajar mengajar dilakukan dirumah. Penelitian ini bertujuan untuk menemukan strategi guru dalam mengajar bahasa Inggris di masa pandemi Covid-19 Di SMP Islam Terpadu Qurrata 'Ayun Palu. Penelitian ini menggunakan metode descriptive kualitatif. pengumpulan data dilakukan dengan tehnik kuesioner dan wawancara yang direkam. Subjek penelitian adalah dua guru bahasa Inggris.. Berdasarkan hasil penelitian peneliti dapat menarik kesimpulan bahwa strategi yang digunakan oleh guru adalah pertama pengajaran pembelajaran komunikatif dan menggunakan banyak jenis aplikasi dan manajemen kelas. Strategi yang digunakan oleh guru cukup efektif dan meningkatkan minat belajar siswa, sehingga siswa termotivasi untuk terus belajar bahasa inggris selama pandemic.

Kata Kunci: guru, strategi, mengajar, bahasa inggris

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. This research aims to find out the teachers' strategies in teaching English during Pandemic Covid-19 at SMP Islam Terpadu Qurrata 'Ayun Palu. This research used qualitative descriptive method. Data collection was carried out with questionnaire and recorded interview procedure. The subjects of the research were two English teachers. Based on the results of the research, the researcher can draw the conclusion that the strategies used by teachers are first is communicative language teaching and many types of applications, second is class management. The strategies used by teachers were quite effective and increased students' interest in learning, so that students are motivated to learn English during the pandemic.

Keywords: teachers, strategies, teaching, English

INTRODUCTION

Learning English as a foreign language has become a tool and strategies for human resource development in the history of education in the world. The education system in Indonesia has applied English language learning to elementary schools, lower secondary schools, high schools and one of the English subjects as a graduation exam. This shows that English as a foreign language is very influential in the world of education. Ilyosovna (2020) defines that the importance of English as an international language where according to education and culture exchanged at all levels. In educating students, teachers play an important role in school.

Strategies in general are a person's efforts to achieve the intended goals and strategies is also actions taken to adjust to the environmental situation that occurs. So Strategies is a form of planning to find out the right way and found the solution in achieving the main goals based on the situation and condition. Strategies is the method used to achieve one goal. Strategies are used in warfare to determine plans for military and material use in a particular area. Teaching strategies are procedures used by teachers that serve as a way to achieve goals. To achieve these goals, teachers have an important role in the teaching and learning process because most students' learning outcomes are determined by teachers.

Since the end of 2019, the world has been shocked by corona virus or Covid-19. Corona virus has spread throughout the world including Indonesia and positive cases have reached 4,210,000 million and cases died reaching 141,000 thousand people. For this reason, the government is currently implementing Social Distancing to reduce Covid-19 transmission. With social distancing everyone is required not to be close together, crowding to prevent the transmission of Covid-19. Covid-19 can be the entire system that runs like the government, economy, and education in Indonesia is disrupted. The President of the Republic of Indonesia took the policy of temporarily closing the teaching and learning process at schools and universities to conduct teaching and learning at home and through online.

Facing this situation is a challenge for all teachers in teaching, especially English teachers because language is a science that requires mastery of four skills. Learning an English language is the mastery of four different skills. According to Richard & Schimdt (2002), skills in language teaching are the way in which language is used. The

four English skills are listening, reading, speaking, writing. In a separate skills approach, mastery of discrete skills, such as reading and writing, or reading or speaking is considered the key to successful language learning and skills is usually separated from learning content.

Based on the background of the above research, the researchers believe that to achieve teaching goals that can support the mastery of English language skills must have an effective strategy in learning English online. These strategies can help students to achieve learning goals. Therefore, the researcher is interested and curious in researching this issue entitled teachers' strategies in Teaching English during Pandemic Covid-19 At SMP Islam Terpadu Qurrata'ayun Palu.

METHOD

In this research, the researchers used descriptive qualitative research method that focus on teachers' strategies in teaching English during pandemic. It describes the strategies that used by teachers during pandemic in SMP Islam Terpadu Qurrata A'yun Palu. Qualitative research is method to describe and analyze the strategies that used by teachers during pandemic. Based on Creswell (2014) defines that qualitative research is research with an approach to understanding the meaning of individual or group and exploring social or human problems. So it can be concluded that descriptive qualitative trying to describe a social, human problems or phenomenon in the form of words. Furthermore, Walidin (2015) explained that qualitative research is research procedure that uses descriptive data in the form of written or oral words from people or actors that can be observed.

FINDINGS AND DISCUSSION

FINDINGS

The results of this research describe two kinds of results related to the research problems. It includes teachers' strategies in teaching English during pandemic Covid-19, kinds of strategies used by teachers in online class during the pandemic.

This research was conducted on January 5th - 6th of January 2022 by conducting questionnaires and recorded interviews to two teachers at SMP Islam Terpadu Qurrata

A'yun palu. This research aims to obtain information about teachers' strategies in teaching English during the pandemic COVID-19.

The first is the results of identification, the researchers used questionnaires and found teachers' answers about teaching English during the pandemic COVID-19. In this research, the researchers found several points that teachers need to be taken into account. 1) From several teachers, the most of the teachers find it not easy to teach during the pandemic, very need strategies before teaching English during the pandemic, need more than one teaching strategies during the pandemic, Using many online media applications to teach during the pandemic. 2) From several teachers don't need a lot of learning media to teach English during the pandemic, Strategies for teaching English during the pandemic are quite difficult to determine, Learning English during the pandemic, the students are quite understanding of the material that the teacher teach, Teaching English using the communication media is quite effective during the pandemic, Using special strategies for teaching during a pandemic is not enough to help, Teaching English during the pandemic is not so difficult for teachers to do.

Second, the researchers find out the results of interview recording, teachers used more than one strategies in teaching English during the pandemic it can be described. The first is Communicative language teaching strategies used many online applications. Communicative language teaching is one of the strategies that teachers used in teaching English during the pandemic, communicative language teaching can be understood as a set principles about the goals of language teaching, how learners learn a language, kinds of classroom activities that best facilitate learning, and the roles of teachers, learners in the classroom. So it is more effectively used in teaching English during the pandemic. This communicative learning teaching aims for approach, many interactions between teachers and students, so teachers more easily reach students during the learning process. The researchers find out that teachers used many applications in online class during the pandemic, like YouTube the teacher used learning videos uploaded on YouTube and uploaded videos whose discussion content is the same as the material taught by teacher. Then the Teacher used the Zoom application to teach virtually, furthermore, WhatsApp Group as a means for teachers to provide instructions like homework and instructions for learning hours. Used many applications to make the students not bored during the learning process during the pandemic.

Second, Class management strategies are the teacher's efforts to create a conducive classroom situation by controlling the class in terms of time management, place management. This strategies aims to help teachers manage classes during the pandemic and provided students with motivation to learned during the pandemic. In this research, the teacher controls the classroom in terms of student present and student activity in the classroom during the pandemic.

Based on the results of the interview, the teachers sends a zoom link and directs the students to join the link, then the teacher greets the student and explains the material, the teacher selected the students and interacts by said the name and then asked the students. If students gave a response, it means they listened but if not then the teacher was more active in communicating so that students are controlled during the learning process.

DISCUSSION

This research aims to find out teachers' strategies in teaching English during the pandemic. Teaching English during covid-19 is quite easy to do and the teacher's answer is yes and no. The teacher who said yes during the pandemic he found no problem when teaching English because teachers quite easily control students even online. While the teacher who said no, when teaching English online the teacher found a lot of difficulties because the students sometimes have many problems during learning online in the class, namely unstable networks, inadequate facilities.

Mobile networks are communication links by using electronic devices such as smartphones or laptops without taking a long time, but it does not guarantee to continue to be stable as long as it is used depending on the region and place of residence. Therefore teaching English during covid-19 is not easy enough for all teachers to do.

Strategies are indispensable for teachers before teaching English online during the pandemic and all teachers' answers are yes. Teachers say yes because teaching English online is not the same when teaching offline directly with students, when learning online teachers cannot fully control students with a short time so they agree if there is a strategy that can make it easier for teachers to teach online. because Strategy is a way to know the work that will be done in order to achieve the goals to be achieved

perfectly. So strategies are indispensable by teachers to teach online during the pandemic.

During online teaching we don't need a lot of learning media to teach English and all of teachers answer is yes. Learning media during the pandemic, one of which is an application that is commonly used daily and other applications in smartphones or laptops, the existence of learning media is very helpful for teachers to teach especially to teach remotely, namely through applications but not enough if only one type of application, teachers need many types of applications so that the material delivered by teachers is more optimal and student technology science will increase. Therefore, teachers need a lot of learning media, namely applications to teach English during the pandemic.

We had difficulty determining strategies for teaching English during the pandemic and all of teachers answer is yes. Teachers who said yes because as long as they are experienced in determining teaching strategies, especially English, how to teach English is slightly different from other subjects. Teaching English requires direct examples from teachers but it can be overcome so that during the pandemic teachers do not have difficulty in determining teaching strategies. Therefore, teachers have no difficulty in determining strategies for teaching English during the pandemic.

During teaching English online many students do not understand the material, the first teachers answers is no and the other teacher is yes. Teacher who says no, during teaching English during the pandemic do not find students who do not understand the material in their classroom because the teacher has exercised full control so that students can understand the given material, while the teacher says yes, many students do not understand the learning material because at the time of online learning through the application is constrained by the network so that it is late to follow the lesson and lack of participation of attendance during study hours. English learning materials during the pandemic become more difficult for students to understand because of the situation and learning areas that make students not focused during class. Therefore during teaching English online not all students do not understand the material.

Teaching English during covid-19 requires more than one teaching strategy and the teacher's answer is yes. Teachers need more than one teaching strategy during the

pandemic because with many teaching strategies, teachers will more easily convey materials to students and teachers also have many options to teach the material to be delivered optimally even though online, besides that it can help students not get bored and can be maximally in understanding the material. Therefore teachers need more than one teaching strategy during covid-19 and also during face-to-face learning.

Teachers use many online communication media to teach English during pandemic Covid-19 and the teacher's answer is yes. Media applications to communicate online are tools used by teachers to communicate and teach students on a very helpful basis during the pandemic however, teachers need more than one kind of application to teach and deliver materials to students. In addition to teachers can master online media and information, students have also learned to use more than one application to be able to facilitate learning. Therefore, teachers have used many online communication media applications to teach English during covid-19.

Teaching English during Covid-19 using communication media is less effective in this case teachers said yes and no. Communication media or applications have advantages and disadvantages in their use and limited services so that there are teachers who agree if using communication media is effective and there are also teachers who disagree because obstacles in using media can be experienced also by students such as network disruption problems when learning. Therefore teaching English using communication media during covid-19 has advantages and disadvantages.

The existence of a special strategy of teaching online makes it easier for us to teach English in this case teachers said yes and no. Online teaching specific strategies are ways or solutions to solve teacher problems in teaching during pandemics, so teacher agree that the existence of a special strategy of teaching online will be easier to teach English, while teacher who disagree because of the specific strategies of teaching online are not entirely easy to apply to students. So the existence of a special strategy of teaching online is not entirely easy to do by teachers.

Teaching English during covid-19 is quite difficult to do and teachers said agree and disagree. Difficulties or constraints are Teaching English during covid-19 is one of the challenges for teachers to teach by not interacting directly with students, so in this case there are teachers who have quite difficulty teaching English during pandemics

and there are also those who rarely find problems during teaching. Therefore, not all teachers have difficulty teaching English during covid-19.

The first opinion of teachers about online English learning is that teachers are easier and flexible to develop the material because the material is not based on books only but teachers can explained in detail over the internet without taking a long time. And the second is that online English learning according to teachers is more challenging because of obstacles when using media, namely unstable networks, so many students can not follow the learning process. Therefore, learning English online has advantages and disadvantages.

The strategies that teachers used in teaching English online is that teachers first used communicative language teaching and class management so that students will be fully controlled by the teacher even online, during the active teacher learning process to continue communicated with students until the learning schedule is complete. The second teacher's way is to used many applications and provide student activities to do at home, in terms of used many applications students has not bored to toke online classes and after the learning process, the teacher gave students activities while at home and not just rely on the material. Therefore, regarding the strategies used by teachers is that teachers always maintain communication with students, make online classroom management and teachers can also is used many types of applications, as well as additional activities that students must do at home.

Online English learning tends to make students less active during the learned process and teachers cope with it in a way that first, the teacher must be more active to controlled the students present during the class by mentioning names and asked students, if students cannot respond then the teacher explained the material again so that students can understand the learning material. Furthermore, another teacher overcomes by giving awards to students namely value points, the teacher has previously provided information to students if they can answer teacher questions during online classes, then students got plus points but if students are not present and not answer the questions then the existing points was be reduced.

CONCLUSION

The Strategies used by teachers in teaching English during pandemic covid-19, the first is communicative language teaching strategies used many applications , This strategies aims to make the teacher have a lot of interaction with students so that the teacher easily reaches the students during the learning process, teachers also used many types of application in teach the students during online classes so that students do not get bored. Then this strategies aims to make teachers and students more open to expression during the pandemic. Second is class management strategies , This strategies aims to help teachers manage classes during the pandemic and provided students with motivation to more interested in online learned during the pandemic.

ACKNOWLEDGMENT

Alhamdulillah Robbil A'lam in the researchers give all the praises to the almighty God, Allah SWT, for all blessings, gifts, health, faith, pleasure, guidance and compassion given to her, so that the researchers is able to complete this research. First, the researchers would like to express gratitude to the reviewer, Nadrun, S.Pd., M.Pd., M.Ed for his important suggestions, corrections, and contributions, comments in the improvement from the beginning of this skripsi to the end of completing this skripsi. Second, the researcher would like to express gratitude to coordinator of English education study program Dr. Hj. Rofiqoh, M.Ed and head of language and arts education Dr. Hj. Sriati Usman, M.Hum for the contributions and meaningful advice. Third the researchers would like to express gratitude and appreciation that are delivered to lecturers of the English Education Study Program for their great knowledge and Finally the researchers expressed a very big thank you and may Allah always be ridha Amin

REFERENCES

- Arikunto & Suharsimi.(2000). *Manajemen Penelitian*. Jakarta: PT. Rineka Cipta.
- Budio, S.(2019). Strategi manajemen sekolah. *Jurnal Menata*.2(1): 56-72
- Cresswell & John W.(2014). *Research design pendekatan kualitatif, kuantitatif, dan mixed*. Yogyakarta : Pustaka Pelajar

- Danim, S & Darwis.(2003). *Metode Pnelitian Kebidanan: Prosedur Kebidanan dan Etik*.Jakarta: Penerbit Buku kedokteran EGC
- Handayani, S.(2015). Pentingnya Kemampuan Bahasa Inggris Sebagai Dalam Mnyongsong Asean. *Ikatan Sarjana Pendidikan Indonesia (ISPI): Journal Profesi pendidikan*. 3(1): 102-106
- Haidir, & Salim. (2012). *Strategi Pembelajaran* . Medan: Perdana Publishing.
- Ilyosovna, A.N (2020) The Important Of English Language.*International Journal on Orange Technologies: Research parks*. 2(1): 22-24
- Miles, M.B, & Huberman, A.A.(1992). *Analisis Data kualitatif* .Jakarta: Penerbit Universitas Indonesia
- Nickols, F.(2016). Strategy Definitions & Meanings. *Open journal of business and management*. 6(2): 1- 14
- Rajagolapan, I.(2019).Concept of Teaching. *Shanlax international journal of Education*. 7(2): 2-8.
- Rijali, A.(2018) Analisis Data Kualitatif. *Journal Alhadharah*.7(33) : 81-95
- Richard & Schmidt, R.(2002). Technology in language teaching today. *Indonesian journal of English language teaching*. 10(1):18-31
- Rusandi, M (2021). An analys of teachers' strategies in teaching speaking English on online learning.Tesis.Islamic University Sulthan Thaha Saifuddin
- Sholikhin, M.I, Nurdianingsih, F. & Matin, M.F .(2021). An analysis of teacher's strategies on English learning during pandemic. *Journal pendidikan Edutama*. 8(2): 1-5
- Sopian, A.(2016). Raudhah proud be professionals. *Jurnal tarbiyah islamiyah peran guru* . 1(1): 88-97
- Sugiyono.(2008). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Penerbit Alfabeta.
- Walidin W.,Idris S.& Za, T.(2015). *Metodologi Penelitian Kualitatif & Grounded Theory*. Banda aceh: FTK Ar-Rainiry Press
- Yusuf, A.M (2014). *Metode penelitian kuantitatif, kualitatif dan penelitian gabungan*. Jakarta: Prenadamedia group