Article

Teacher Strategy in Teaching English during Covid-19 Pandemic

Aklil Shalahuddin
English Education Program Unmuh Jember
Email: aklilshalahuddin77777@gmail.com

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 and learning. Therefore, the researcher tries to investigate this with a research entitled " Teacher Strategy in Teaching English during Covid-19 Pandemic " .The writer used descriptive qualitative research that focuses on the analysis of teacher strategies in teaching English during pandemic Covid-19. The researcher uses documentation and interview as ways to collecting data. The researcher employed the data analysis is divided into three steps data reduction, data display and drawing conclusion.

. 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 and Google Drive. 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, giving the assignment by using online platforms. During the pandemic, teachers teach indirectly through Zoom and WhatsApp. While in Google Classroom, the teacher discusses the topic to be presented via Zoom.

Key words: Pandemic, Teacher Strategy, Online Teaching

Introduction

Since the end of 2019, the coronavirus (also known as COVID-19) has been devastating the lives of people around the world.

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.

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).

According to Sepulveda Escobar & Morrison (2020), ICTs can be used as a source of classroom instructional materials. 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.

It has been shown that teachers use a variety of learning tools to impart knowledge to students, including WA and Google Classroom. These media are used by teachers since both teachers and students can access them for free. The fact that most students have smartphones with easy access to WA, Google Classroom, and Facebook as well as the fact that most students are familiar with these are some further justifications for using this type of educational content.

According to the information provided above, it is possible that their approaches will differ between online and offline classes. Distance study necessitates education via telecommunication due to the issues encountered during the Covid-19 outbreak.

Research Method

The author of this study employed descriptive qualitative research with an emphasis on the investigation of teachers' pandemic-related instructional practices. Covid-19 pandemic. Creswell (2014:2) defines qualitative research as an investigation of social or human issues with an emphasis on understanding the significance of the individual or group. Because she was analyzing a problem in the realm of education, the researcher used a qualitative approach in this study. In order to gather information, the researcher conducted a thorough analysis of the problem.

In this context, the researcher is curious to find out more about the tactics teachers employ when using online learning environments, as well as the difficulties they encounter as a result of the Covid-19 Pandemic.

Data in this research will be obtained from conducting interview with the participants (about teacher strategy that are used when learning English during pandemic) and documentation. This study employed purposeful sampling because it spoke with instructors who provided online learning for their pupils. Instruments are the necessary tools for obtaining information. The researcher used field notes for the overall study should begin with the study title, principal investigator, and dates of data collection. Second, arrange interview questions in a logical order from broad to specific.

Result and Discussion

After doing the interview, the researcher analyzed the result of interview by following the theory of (Miles and Huberman, 1994:10) that was data reduction, data display and conclusion and data verification. Before reducing the data, he made the transcriptions of the interview result.

In conclusion, the researcher found strategies had applied by student teachers in teaching English online during COVID-19 pandemic. Those strategies as follows:

1) Explaining the material by using several devices.

2) Checking of students' understanding about the material that has learned.

3) Giving the assignment by using online platforms.

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 supplied 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 performed through feedback and evaluation.

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 online learning can be summarized in the table 4.1 below:

Table 4.1

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

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 strategies for teaching English online, including explaining material, checking students understanding 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 submitting 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

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. https://doi.org/10.1080/02619768.2020.1820981

Ningsih, S. (2020). *Persepsi Mahasiswa Terhadap Pembelajaran Daring Pada Masa Pandemi Covid-19.* JINOTEP (Jurnal Inovasi Dan Teknologi Pembelajaran): Kajian Dan Riset Dalam Teknologi Pembelajaran, 7(2), 124- 132

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.